



Curriculum Policy

EYFS

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EYFS Policy

What is our vision?

At Farington Primary School, we believe that the Early Year's Foundation Stage is the fundamental underpinning of every child's journey through education. Therefore, it is vital that children are provided with secure foundations for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Curriculum Aims and Impact:

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When Parents and Guardians choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance." (***Statutory Framework for the Early Years Foundation Stage***)

We aim to provide:

- ❖ Quality and consistency, so that every child makes good progress.
- ❖ A secure foundation, through learning and development opportunities which are planned around the needs and interests of the child. These will be assessed and reviewed regularly.
- ❖ A solid partnership between practitioners and parents.
- ❖ Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

How do we achieve this?

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections - prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

- ❖ Communication and Language
 - Listening, attention and understanding
 - Speaking
- ❖ Physical development
 - Gross motor skills
 - Fine motor skills
- ❖ Personal, Social and Emotional development
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are:

- ❖ Literacy
 - Word reading
 - Comprehension
 - Writing
- ❖ Mathematics
 - Number
 - Numerical Pattern
- ❖ Understanding the world
 - Past and Present
 - People, Culture and Communities
 - The Natural World
- ❖ Expressive arts and design
 - Creating with Materials

- Being imaginative and expressive

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

A Unique Child

At Farington Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement, as well as celebration in 'Star of the Week' assembly, team points and the school's behaviour system.

Positive Relationships

At Farington Primary School we recognise that children learn to be strong and independent in the knowledge that they have secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents and Guardians as Partners

We recognise that Parents and Guardians are children's first and most enduring educators and we highly value the contribution that Parents and Guardians make. We recognise the role that Parents and Guardians have played, and their future role, in educating the children. We do this through:

- Completing a personal and thorough induction process which includes, but is not limited to: Home visit / Nursery Visit, Transition Day, Parents and Guardians Meeting, Phonics Workshop and Parents and Guardians' Information Evening. This provides the opportunity to talk to Parents and Guardians about their child before their child starts in our school and ensure that children have the opportunity to spend time with their teacher prior to starting.
- Offering Parents and Guardians regular opportunities to talk about their child's progress .
- Encouraging Parents and Guardians to talk to their child's teachers about any concerns they may have and facilitating this with our 'open door' policy.
- Arranging activities throughout the year that encourage collaboration between child, school and Parents and Guardians. For example, special assemblies each Friday, Stay and Play sessions each half term and parents evenings twice a year.
- There are two formal meetings per year (Autumn and Spring term) when Parents and Guardians can discuss their child's progress and development. Along with this, we ensure that staff are accessible to enable them to know more about the children and their home/school life.
- Parents are registered on Tapestry where observations of children's progress is shared monthly. Parents are able to reply to these.

- A report is sent home at the end of the year and Parents and Guardians are able to reply to this.

Enabling Environments

At Farington Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Using this environment we aim to plan challenging but achievable activities and experiences to extend the children's learning.

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Learning and Development

At Farington Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development and understand that they are often linked. We believe these seven areas are of equal importance and depend on each other to support a holistic approach to a child's development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

The wider curriculum at Farington consists of:

- Educational visits and visitors, e.g. family members, members of the local community or visits to a farm and the local park.
- Opportunities to access the local and wider environment including visiting St Ambrose Parish Church
- Musical and theatre trips.
- Links with Farington Playgroup

Resources:

Guidance can be found in the Development Matters in the Early Year's Foundation Stage.

Assessment – How do we assess skills and understanding?

The planning within the EYFS follows a 'Long term curriculum overview' and 'Medium term plans' each half term. Alongside this we also do weekly planning which is continuously adapted following regular assessment of the children. alongside Short Term. The planning has an appropriate balance of child-initiated and adult-led activities.

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of formal and informal observations, jotting notes, and photographs. These are frequently recorded digitally using the Tapestry Learning Journal system. This involves the teacher and other adults as appropriate. At Farington we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Health and Safety

Staffing and Organisation

- There is one EYFS class at Farington Primary School, with a maximum intake of thirty children. We regularly maintain an adult/pupil ratio of 1:30 with additional support from a teaching assistant the majority of the week. EYFS has its own classroom with toilets and a supervised and secure outdoor area including a wood.

Keeping safe

It is important to us that all children in the Foundation Stage setting are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards.

Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.'

At Farington Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- ❖ Promote the welfare of children.
- ❖ Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- ❖ Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ❖ Ensure all adults who look after the children are suitable to do so.
- ❖ Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- ❖ Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

- ❖ Maintain records, policies and procedures required for safe efficient management of the class and to meet the needs of the children.

Inclusion and Safeguarding Considerations

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. All children in the Foundation Stage at Farington Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our Foundation Stage we believe that all our children matter. We give our children every opportunity to achieve their best.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of both boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- ❖ Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- ❖ Using a wide range of teaching strategies based on children's learning needs;
- ❖ Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- ❖ Providing a safe and supportive learning environment in which the contribution of all children is valued;
- ❖ Using resources which reflect diversity and are free from discrimination and stereotyping;
- ❖ Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- ❖ Monitoring children's progress and taking action to provide support as necessary.

Other Points/Considerations:

EYFS to Year 1 Transition

The EYFS and Year 1 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At Farington Primary School:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout EYFS.
- Practitioners plan for activities to be undertaken during Summer 2 which encourage less dependence on adult support.
- EYFS children meet Year 1 teachers during whole school activities during the year (Christmas play, Goldne time, Christmas party, school disco, assemblies, stay and play sessions etc)
- The EYFS Profile end of year class summary is passed on to Year 1 teachers with a final analysis of strengths/weaknesses.
- EYFS and Year 1 teachers meet to discuss individual needs of children in July.
- EYFS children visit their new Year 1 class and teacher for two days in July.
- The Autumn Year 1 curriculum and learning environment endeavours to reflect that of the previous terms EYFS.

Monitoring and Review:

It is the responsibility of the Foundation Stage teachers to follow the principles stated in this policy.

The Head teacher and Subject Leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.