



Curdridge Primary School

Early Years Foundation Stage (EYFS) policy

1.Aims

At Curdridge Primary School, we aim to ensure:

- Children access a broad and balanced curriculum that gives them a range of knowledge and life-long skills needed for good progress through school and beyond
- There is quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A 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 2020 statutory framework for the Early Years Foundation Stage (EYFS).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

There are three members of the Early Year Staff. Two teachers and one LSA.

The classroom and outdoor classroom resources are broadly grouped into each of the seven areas of learning (detailed below). They are labelled and organised for the children to access them and to facilitate independence and self-help skills. There are weekly, timed sessions in the library, the hall for P.E. and Music and also for the use of laptops.

We provide high quality indoor and outdoor continuous provision to facilitate purposeful play. Planning takes into account assessment notes gained through observation, summative age-related activities, continuous provision, enhanced provision and weekly directed activities. Both teacher-directed and self-initiated activities take place with the children being encouraged to try new activities and experiences. Alongside the rest of the school, we aim to develop the children's learning styles through the use of Curdridge Learning Power Wheel (CLP wheel) and PEAC learning i.e. opportunities to **P**ractise, **E**xplore, **A**pply and **C**hallenge in order to equip them with the 'tools' of effective learning as they move throughout the school.

Consistent expectations for work and behaviour are set at all times. Each child has a designated key worker, who is named, prior to the children starting school. Weekly meetings between the teacher and classroom assistants are held to discuss the development and care of all the children.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the 2020 statutory framework of the EYFS.

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 seen as 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

4.1 Planning

Daily planning is documented in a form that is designed to show the parts of the curriculum a child has accessed and achieved or needs more rehearsal at and then next steps.

Planning may be planned ahead and written down but it is important to know that 'in the moment' planning occurs daily and often changes and directs the learning.

Planning that is documented is known as 'Objective Led Planning' (OLP) which is in line with supporting the Continuous Provision model which we employ.

OLP is designed around the interests of the children and links and responds to the 2020 EYFS Framework. OLP uses assessment to inform next learning steps and to ensure children progress across the 3 Prime areas. This is done by assessing, planning, doing and reviewing their learning and identifying gaps in their learning which need to be strengthened.

Continuous provision is the way in which we ensure all children have the breadth and depth of resources and experiences they need to learn practically and at their correct pace. 'Discovery Time' is the name used with the children to describe the 'Continuous Provision' (CP). The children know the rules and choices around how they will 'Discover' their learning.

By combining the objective led planning, the continuous provision and the discovery time structures, 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 (as above).

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.

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.

Children have access to a full and varied vocabulary and support with their emotional and pastoral needs. They have time to transition from Pre-School and from other settings and they are taught rules for safety and well-being.

5. Assessment

At Curdridge, 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. We use an online Learning Journal for the children in EYFS: Tapestry.

Practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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
- Exceeding expected levels 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 via Tapestry.

Photographs are regularly used to 'capture' moments of significant experiences. These are communicated using Tapestry online learning journal, which allows linked relations to see the progress and monitor the gaps in their child's learning. Regular discussions are held with parents (and also any regular childminders) regarding the children's achievements. Parents receive an annual report commenting on the seven areas of learning then at a later stage receive a summary of attainment against the Early Learning Goals (ELG) and notes about how their child tackles new learning e.g. their 'characteristics of learning.' Learning outcomes are regularly reviewed and result in changes in teaching, planning or in the extra provision of appropriate resources where necessary. Each Learning Journal on Tapestry is unique to the child.

The Early Years team attends cluster EYFS meetings and moderation meetings as and when they are offered. Final Foundation Stage Profile data is signed off by the Headteacher as a true reflection of the children's attainment.

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. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parents of EY children attend a curriculum evening in September. They learn about the organisation of the classroom and curriculum, the importance of play and the way we teach the core areas. They are given suggestions of ways to support their child's learning at home. In line with the rest of the school, a termly newsletter is issued to highlight the proposed curriculum for the term and ways in which parents can both support and extend learning at home.

Individual parent consultations take place each Autumn and Spring term during which targets are discussed and agreed, along with ideas of how these targets can be achieved through supportive work at home. Assessments are shared with parents and comments added to individual learning journeys. Parents are invited in for lunch in the Autumn Term. Open mornings are offered in the Spring Term for parents to come in and sample activities with their child.

The Home-school reading policy is sent out to parents and their comments are welcomed in their reading record books.

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 the EY team and Headteacher every 2 years.

At every review, the policy will be shared with the Governing Board.

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

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