



EYFS Curriculum Policy

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EYFS Lead Mrs Gemma Snodgrass		EYFS Governor	

Intent

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. Ultimately, we help children today to prepare for their tomorrow.

At Sharow CE Primary School, we understand that children learn best when they are absorbed, interested and active. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS settings has an underlying ethos of 'learning through play'. Play is essential for young children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Our children learn by leading their own play and by taking part in play which is guided by adults.

We nurture every one of our children to achieve their very best and to flourish into confident, inquisitive, articulate, resilient and happy learners.

To achieve this, we have a tailor-made curriculum for our children that:

- values everyone
- ensures academic success
- engages and inspires our children
- is practical
- enriches language
- celebrates our world and community
- fosters all talents
- celebrates diversity
- promotes resilience

Implementation

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
- ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- provides the foundation blocks to enable children to access their next stage 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
- is linked to whole school progression documents
- ensures all children have access to outdoor learning, which is core element of our curriculum
- ensures provision/independent learning time makes up a high proportion of the day
- is delivered through specific topics taught each week, with the areas of learning being enhanced to support the teaching of this. This is developed throughout the half-term to ensure coverage of the curriculum and that learning is embedded
- support interventions which are aided through the enabling environment
- identifies Common Play Behaviours within provision-based learning. This ensures the progression of skills within continuous provision and supports all children's flight paths
- ensures high-quality interactions encourage behaviour for learning are nurturing and provide opportunities to develop vocabulary, communication and interactions
- ensures children's behaviour expectations are high, there are well established routines and a 'family' environment where children have many opportunities to collaborate with one another such as shared EYFS provision times where they can develop relationships and skills
- Staff work closely together, have a strong sense of direction and shared vision
- Children's experiences are developed through visits into/from the local community e.g. Church, local library, parent talks, community garden project.
- ensures transition is of high importance. Development of researched areas e.g. C&L and PSED. Collaborative working. Adapting and preparing for cohorts, dependent on need.

Impact

- Children are happy, independent learners.
- Children feel safe and able to make mistakes in order to learn.
- Children make exceptional progress.
- Children are prepared for the expectations of Key Stage 1.
- Children are provided with above and beyond experiences that prepare them for their next stage of development.
- Parents and the wider community are actively involved in our children's learning.
- All children feel included and respected members of the community.
- Children's needs are met and they feel valued.
- All stakeholders are involved and invested.
- Children are able to articulate their achievements and express their opinions on their learning experiences.

The EYFS Framework

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 self-regulation, managing self and building relationships. 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 skills in listening, attention and understanding and speaking and being able to hold a back-and-forth conversation with another person.

3. Physical Development

This area focuses on the child's developing fine and gross motor skills.

The Specific Areas of Learning and Development

4. Literacy

This focuses on comprehension reading and writing. Children are taught phonics (based on Letters and Sounds) throughout the EYFS starting at Phase 1 in Nursery and moving to Phase 2, Phase 3 and Phase 4 through Reception year.

5. Mathematics

This area focuses on learning through practical activities and on using and having a deep understanding of 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 past and present, people and communities and the natural world. 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 their 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 Teaching and Learning (CoETL)

Through regular interactions and observations, we will discover children's interests and assess what children need to know next. Also fundamental to our practice is to assess how children learn using the Characteristics of Effective Teaching and Learning which are:

- Playing and Exploring – Children investigate and explore things. They have a go.
- Active Learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically – Children have and develop their own ideas, make links between ideas, 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 guide new learning and ensure children learn what they need for the next stage in their learning. This is 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 Early Years Foundation Stage and allows for unexpected occurrences, such as a snow fall, 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:

	<u>Nursery</u>	<u>Reception</u>
• Phonics	Daily Little Wandle Foundation for Phonics	Daily Little Wandle Phase 2,3,4
• Guided Reading		Little Wandle 2 times per week
• Drawing Club	Join in with the input	Daily input then invited to take part in drawing club adventure
• Maths	Daily White Rose Maths	Mastering Number- Mon-Thurs White Rose Maths (SSM)- Fri
• PE	Real PE Once per week	Real PE Once per week
• Music/Rhyme Time	Daily Sing Up for 10 mins	Daily Sing Up for 10 mins
• PSHE	Kapow! Once per week	Kapow! Once per week
• RE	NatRE Once per week	NatRE Once per week

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 at Sharow 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 opportunity to be outside during the 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 contributions and discussions with children and with adults who work in EYFS. Assessment occurs throughout any taught session as well as during free flow times when children are embedding and extending any previous learning. This assessment forms the basis for professional discussions supporting pupil progress and 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. Evidence of significant learning steps are shown through the use of photos, videos and making notes while observing what the children are doing or saying. From such observations and discussions, we can ascertain what the next steps are for the children. We are then able to share these experiences with the children's parents. This is a two-way process whereby parents are encouraged to input observations of their own.

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 EYFS, a baseline assessment is carried out for each child and at the end of each half-term assessments are made to track how well the children are progressing. Opportunities for a Parent Teacher Consultations 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.

Professional knowledge is used to assess the Early Years Foundation Stage Profile (EYFSP) 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, Specialist Teachers from SEND Hubs and other relevant adults
- in-house moderation across the EYFS team
- moderation with Ripon and Rural Cluster of Schools
- moderation with the HART Alliance

Inclusion

At Sharow 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.

In consultation and working collaboratively with parents/guardians the school's Special Educational Needs Co-ordinator (SENCo) will lead on provision for children who may experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development in line with the Special Educational Needs (SEN) Code of Practice (2014) and the school's SEN/Inclusion Policy.

We aim to meet the needs of all our children by: -

- Setting realistic and challenging expectations. We aim for all children to achieve the Early Learning Goals by the end of the EYFS. We achieve this by planning for different learning styles, children with special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources, which reflect diversity and are free from discrimination and stereotyping which all children have equal access to.

- Monitoring children's progress and providing support where necessary, within the resources available to the school. This may include a phased transition programme dependant on a child's specific SEN needs.
- Providing specific targets detailed in Individual Support Plans (ISP) and following external therapy or support programmes of work such as Speech and Language
- Working collaboratively with families or carers, the SENCo and other professionals such as Speech and Language Therapists, Educational Psychologists and Parent Support Advisor.
- Ensuring a balance across classes, within each cohort, of gender, ability, children with additional learning or medical needs and summer born children.

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 Child Protection Policy available on the school 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 necessary. We endeavor 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, 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.

Monitoring

The Headteacher and Early Years Leader are responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan and EYFS Action Plan as necessary. We regularly check in with adults through friendly peer-to-peer observations to demonstrate good practice and create discussions for development.

The Reception Team

Our Reception team consists of experienced adults who are highly 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 is fully prepared for their next stage in learning by learning through play and enjoyment.