



TWESELDOWN INFANT SCHOOL

A Curriculum Policy for The Early Years and Foundation Stage

1. Philosophy

“Every child deserves the best possible start in life and support to fulfil their 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.” (Statutory Framework for the Early Years Foundation Stage)

The EYFS is based upon four principles:

A Unique Child

- 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning

Positive Relationships

- We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families

Enabling Environments

- We recognise that the environment plays a key role in supporting and extending the children’s development. We begin by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children’s learning both inside and out

Learning and Development

- We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected

2. Cultural Capital (This is the essential knowledge to be educated citizens)

- We value the diversity of individuals within our school and do not discriminate against children because of ‘differences’. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within 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
- We set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special

educational needs, children who are higher achievers, 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 by:
 - 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 and intervention as quickly as possible.

3. Progress of Skills

- The Planning within the EYFS follows half termly topics which are based on the children's interests and may change as the half term progresses. The long term plans (LTP) are the planned continuous provision activities within each classroom and the medium term plans (MTP) are linked to the topic for each half term and will have an overview of the development matters statements or early learning goals that have a particular focus for the half term
- These plans are used by the EYFS teachers as a guide for weekly planning, however the teacher may alter these MTP in response to the needs, achievements and interests of the children
- Golden Threads linked to specific subjects in KS1, are included in Year R planning
- The EYFS classrooms are organised to allow children to explore and learn securely and safely
- The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently
- The EYFS classrooms have their own enclosed outdoor area. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning
- The teaching provides first-hand experiences, gives clear explanations, makes appropriate interventions and extends and develops play and talk or other means of communication
- The curriculum is carefully planned to help children work towards and beyond the Early Learning Goals throughout the Reception year
- Provision ensures that children take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- Provision encourages children to communicate and talk about their learning, and to develop independence and self-management
- Children's progress and future learning needs are carefully monitored through ongoing observations
- Children have daily opportunities for structured and free-flow play both in the classroom and in the outdoor area. This time is supported by an adult, who acts as a facilitator to the child's learning
- The teacher liaises with the Early Years Assistant and any SNAs, regularly involving them in planning, preparation and assessment

- We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in courses, in-service and local cluster group training
- Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues
- We recognise the role that parents have played, and their future role, in educating the children. We do this through:
 - talking to parents about their child before their child starts in our school;
 - asking parents to attend transition visits with their child;
 - inviting all parents to an induction meeting during the term before their child starts school;
 - completing home visits in the week prior to the children starting school. During the global pandemic these were completed virtually in the summer term before the children started school;
 - offering parents regular opportunities to talk about their child's progress in our Reception class
 - opportunity to have regular dialogue in the home school liaison book. During the global pandemic this was through email communications;
 - encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents in two terms at which the teacher and the parent discuss the child's progress;
 - parents receive a report on their child's attainment and progress at the end of each school year and are welcome to arrange a formal meeting to discuss this;
 - opportunity to share home learning achievements through an online journal
- We also recognise the role that a positive transition and links with other settings play in ensuring our children are ready for school. We do this through:
 - having points of contact prior to the children starting school to ensure a smooth transition;
 - giving the children the opportunity to spend time with their teacher before starting school during a variety of transition sessions;
 - maintaining links with preschools and other providers and wherever possible visiting the children in these settings;
 - organising individual and / or additional transition meetings with parents and other agencies if the need arises.

4. Marking and Assessment

- We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs
- Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual online 'Learning Journeys'
- Formative assessment may take the form of anecdotal observations, focused observations, on entry assessment, other focused assessments e.g. sound/number recognition, annotated examples of work, photographs, video and information from parents and pre-school settings
- We plan for observational assessment when undertaking our medium and short term planning
- We use our own assessment documents to record judgements within the EYFS Development Matters bands and the Early Learning Goals. Each child's level of development is recorded

against the seven areas of learning. This is completed on an ongoing basis as observational evidence shows that a child has made progress in a certain area of learning

- The assessments made are moderated across the EYFS team half-termly and adjustments made to the assessments and planning and teaching as a result
- We mark children's work verbally and in writing and when the children are ready we use highlighters 'green for good' and 'pink for think' to highlight successes and next steps in learning
- Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and detailing if a child has achieved below expectations, made expected progress or has exceeded the ELGs

Date of review: Summer 2023

Date ratified by Curriculum Committee: Summer 2023

Signed by Chair of Committee:



Signed by Head Teacher:

Next review date: Summer 2025

Member of staff responsible: EYFS Leader

Governing Board or Governor(s) /
Committee(s) responsible: Curriculum

The plan is also available in the following formats, on request to the Head Teacher:
e-mail; enlarged print version

Linked Policies –

This policy is linked to:

Teaching and Learning Policy

Assessment Policy

Marking Policy

Single Equality Policy

Transition Policy