

Heptonstall School

Early Years Foundation Stage Policy.



Aims of the Early Years Foundation Stage Curriculum

- 1 To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world. 2 To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities and interests. "What the child can do" will be our Baseline.
- 2 To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future, whilst building resilience.
- 3 To provide a curriculum which develops key learning skills such as speaking & listening, concentration, persistence, learning to work together & how to cooperate with others. As well as early communication, literacy & numeracy skills that will lead to the successful achievement of the 'Early Learning Goals' and prepare young children for key stage 1 of the National Curriculum.
- 4 To provide a curriculum which provides equal learning and development opportunities for all the children.
- 5 To create a partnership with parents to support and enhance the development of the children.

The Curriculum

In the Early Years Foundation Stage we aim to provide a balanced curriculum which addresses the children's development within a secure, stimulating environment. Our curriculum enables the child to learn and develop skills, attitudes and understanding in both the prime and specific areas of learning. The EYFS Prime areas include: Personal, Emotional and Social Development, Communication and Language, and Physical Development and the Specific Areas include: Mathematics, Literacy, Understanding the World, and Expressive Art and Design.

Throughout our EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum.

Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

Planning, recording and assessment

Topics are planned on a 2-year cycle, so that children will experience activities within each topic as they progress through the EYFS.

Topics typically last between 2 and 5 weeks. Planning incorporates all prime and specific areas. Any single topic may focus more on some areas more than others, but the combination of topics ensures a balanced curriculum over each year. Topic planning is flexible and child-led, being influenced by the children's responses during the topic. Weekly planning shows the provision, learning opportunities and activities to be provided and gives a varied balance between adult led activities and child centered play. This plan includes both child initiated ideas and aspects such as phonics, number and PE sessions. All pupils' individual abilities are taken into consideration and they are offered activities that are at an appropriate level to meet their developmental needs.

Children will be assessed during their first half term using an appropriate combination of specific and informal activities. This will form their Baseline.

Future achievements may be recorded for a specific adult led activity, or through observations of play and are related to 'Development Matters'. These are transferred onto a 'Progress Tracker' half termly. This information is used to influence future planning and specific targeted interventions either one:one or through constructive play. Every child has an online learning journey to record observations and Reception children have a maths/literacy book which contains examples of their achievements and work throughout the year.

Parents/carers are encouraged to contribute to these journeys by completing 'Wow Stars'.

At the end of the Reception year the Foundation Stage Profile will be completed for each child.

Information gained through recording and assessment will be shared with parents/carers, other school staff and outside agencies as appropriate.

Transition

Children entering our foundation stage will have the opportunity to come for short visits with a parent or carer before they join us. We will liaise with any previous early years settings, such as private nurseries, and with parents/carers to discuss the child's stage of development and current needs. We will ask for any formal assessments that have been carried out to be passed on to us.

As children move into class 2 they will have lots of informal contact with the class 2 teacher, e.g. at playtimes. They are already familiar with the teacher through lunchtime organisation, assemblies and so on. There is also a 'transition day' in July where the children experience a full day in class 2. The class 2 teaching assistant already knows the children well through weekly sessions when she works in class 1. Records of progress and achievement will be passed on to the class 2 teacher, supplemented by discussion about each child.

Date of review: October 2021

Date of next review: October 2023