

Name of Policy: Curriculum Policy for Early Years Foundation Stage

Author/s: Vikki MacRae responsible for Early Years

Date Policy written: November 2016

Date Policy reviewed by Senior Management Team:

Review date: November 2019

Links to other policies: Safeguarding, Health and Safety, Safer recruiting,

Approved: Governor Policy Group 13/2/17

Woodlands Meed's Aims: Enjoying Opportunities Together

In practice this means that Woodlands Meed staff will aim to make learning and achieving enjoyable and rewarding. The curriculum will incorporate a wide programme of experiences, both in and out of the school and college. Pupils will be encouraged to develop social skills including a respect for themselves, each other, their community and the environment. Developing self-confidence and offering relevant opportunities to take part and contribute to social groups and to wider society are key tasks. A rich learning environment with varied opportunities should assist our pupils in developing independence as far as possible, during their school career and later, in adult life.

Race and Equalities Statement

Woodlands Meed pledges itself to be a place where pupils and adults of all races, religions, gender, abilities, sexuality and social circumstances will find security and respect for themselves, their families, other people and their traditions. It is our policy to ensure that each member of the school community respects others and is respected, can take part in the full life of Woodlands Meed, achieves his/her potential, and has the opportunity to exercise choice.

Curriculum Policy for: Early Years Foundation Stage

This Policy informs practice in delivering the curriculum on both the School and College sites for the following areas of learning and development, aspects and National Curriculum subjects learning themes:

The four underpinning themes for the EYFS are;

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Learning and Development area is as follows;

The Prime Areas of Learning:

- Communication & Language
- Physical Development
- Personal & Social & Emotional Development

The Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

The Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating & Thinking Critically

Rationale

The amended Early Years Foundation Stage (2014) consists of a comprehensive non-statutory guidance material framework that supports practitioners in implementing the statutory Profile requirements needed for the end of the child's Reception year. Early childhood education is founded by a strong tradition which regards play as essential to learning and development.

The framework sets standards for development, learning and care of children from birth to five years. This underpins all that takes place throughout the child's school career.

Objectives

- *To provide a curriculum that satisfies the needs of the EYFS & and fulfils the recommendations of the Early Years Foundation Stage Profile and meets the needs of every child.*
- *To support and encourage each child to make progress as far as possible in the EYFS to fulfil their individual potential.*
- *To provide a curriculum that is child centred, play based and has a good combination of child initiated and adult led experiences that encompass both the indoor and outdoor learning spaces.*
- *To provide reliable, valid and accurate assessment of individual children.*
- *To keep parents/guardians informed about their child's development against the Early Learning Goals (ELGs) and the characteristics of effective learning.*
- *To provide accurate national data relating to levels of child development at the end of the EYFS which can be used to monitor changes in levels of children's developments and the readiness of their stage of education nationally and locally.*

- *Two year check needs to be completed between the child's 2nd and 3rd birthday.*

Curriculum Delivery

The schemes of work for the EYFS are topic based and are on a 2 year cycle and incorporate both the statutory and non-statutory guidance. There is a balance of both adult led and child initiated activities within the setting. The children are taught within small groups, in pairs or individually depending on their individual needs and learning styles. The children have individual targets for all the prime areas of learning plus mathematics. These are child centred and focus on where the child is currently functioning. The other specific areas are encompassed in activities that the children can access throughout the week both in and out of the classroom as well as the outdoor area. When an adult leads an activity it is because they have something specific that they want to teach the children. This then means that the children have the opportunity to learn a variety of skills and behaviours.

Children that are considered 'gifted' in any of the EYFS areas are encouraged to extend these skills further.

Spiritual, Moral, Social and Cultural Development in EYFS (Equality and Diversity?)

- Article 29 of the United Nations Declaration on the Rights of the Child states "All children and young people have the right to education which tries to develop their personality and abilities as much as possible".
- Article 31 of the United Nations Declaration on the Rights of the Child states "All children and young people have the right to play and relax by doing things like sports, music and drama."
- In the early years setting SMSCD will be celebrated through a range of creative approaches used to support learning across a range of early learning goals, such as those associated with the areas of 'Communication' or 'Personal, Social and Emotional Development'.
- Opportunities to meaningfully engage in a range of art forms, and explore human creativity and heritage are offered.
- Barriers to cultural entitlement, associated with factors such as deprivation, ethnicity, family capacity, and disability will be addressed.
- Conditions for Cultural Development, and encounters with the arts will be offered to enable deep learning, and to facilitate personal growth.

Spiritual, Moral, Social and Cultural Development, will be shown in learner's by:

- Understanding of the wide range of cultural influences that have shaped their own heritage will be offered through meaningful resources for play and planned activities.
- The early years children will participate in all artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities offered by the school.
- Opportunities to respect and explore cultural diversity will be offered through performance and festivals in school and in the wider community
- Understanding will be demonstrated through respect and celebration of diversity and in staff and pupil attitude towards different religious, ethnic and socio-economic groups in local, national and global communities.

Assessment Recording and Reporting

'The EYFS Profile is an inclusive assessment, capable of capturing a wide range of children's learning and development outcomes' p14 (EYFS P handbook). Children are assessed against the 17 Early Learning Goals and the three characteristics of effective learning in the summer term of the Reception year. The child's levels are recorded as 'emerging', 'expected' and 'exceeding' and a brief commentary is given on the 3 characteristics of effective learning. Children's achievements are celebrated throughout the year using a variety of methods eg stickers, praise, certificate of achievement and these are recorded in their Learning Journals which could be described as their learning story. This document is also used to help inform teaching and learning as it also contains on-going assessments from observations noted by parents and staff.

Leadership of this area on each site and across sites

This area will be led by Assistant Head with support from the Leadership Team and those staff involved in Early Years. There will also be time to share practices and experiences with other staff members within department meetings.

How this area will be supported by non- teaching staff

TAs will be involved in delivering the curriculum and observing children's play.

PLs will be involved with families that feel they need extra support outside of the support of the classroom staff.

Review Process: The Assistant Head will review and update this policy regularly and make leadership team aware when revisions are made. It will be (informally) annually reviewed as a minimum but always after any changes to the EYFS or National Curriculum.