

Name of Policy: Curriculum Policy for Early Years Foundation Stage

Author/s: Sarah Doonan and Vicky Colbourne responsible for Early Years

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**Woodlands Meed Equalities Statement is available on the website:**  
[www.woodlandsmeed.co.uk](http://www.woodlandsmeed.co.uk) under policies.

### **Woodlands Meed's Overall Aims: Building Unique Futures Together**

This includes:

- Providing a safe, secure environment
- Recognising the individual needs and strengths of each child
- Planning and facilitating unique, enjoyable opportunities to maximise learning and potential
- Working with parents/carers and outside agencies to achieve the best for each child
- Ensuring opportunities from the wider community are utilised.
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#### **Curriculum Policy for: Early Years Foundation Stage**

##### **Who is this policy for?**

The EYFS policy and curriculum is for staff working with pupils from age 2 -5 years in school years R-2, R-1 and YR at Woodlands Meed. Most pupils will start Woodlands Meed aged 4-5, in YR, Squirrels Class, and will experience the EYFS curriculum.

Other pupils may join the school prior to YR if they have had an EHCP at a younger age. Not all pupils will enter the Squirrels Reception class, but may have their needs met in a PMLD class. These pupils will access an alternative curriculum such as IMPACTS, which has strong links to the EYFS curriculum.

End of EYFS reporting arrangements for the end of YR will be the same for all pupils whether following the EYFS or Impact curriculum.

##### **What is the EYFS?**

The EYFS is a statutory framework that sets standards for the learning, development and care of children from birth to 5 years old.

The latest framework (2017) can be found here and this policy should be read alongside this document. This is also included in the appendix (Appendix 1)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

### **How the four underpinning themes for the EYFS are promoted at Woodlands Meed**

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

Our journey to get to know our children starts with each child's EHCP. We then make initial contact parents and nurseries to find out more and find out about any changes since the EHCP was written. We offer transition visits, meetings (online or in school) to build the relationship with parents and help them feel confident about the support we will offer as their children start school. We use September home visit (if Covid risk safe) or a 1:1 family class visit to have ensure we the most up to date information about that child.

Our subsequent settling visits and build-up of the timetable use the information gathered to ensure the environment is set up to reflect the children's needs, interest and motivations. Our main aim is to ensure children feel and happy and safe to be at school. We want children to enjoy their time at school and play sessions are the main focus whilst settling and then more structured sessions are introduced slowly.

A keyworker from the team of teaching assistants is assigned to each child. Where there are part time staff, there may be two keyworkers working with the child across the week, whilst the teachers will oversee all children and lead the keyworkers. The keyworker/s are named on Tapestry. Keyworkers will support all children across the class, but will have more in depth knowledge of their key children, and will lead some 1:1 sessions with them.

Family links continue to be built upon through a range of short, medium and long term arrangements. Parents / carers receive daily feedback about day to day needs through home school sheets that record snacks, lunch toileting, and general well-being. Daily activities, learning and achievements are recorded on Tapestry, our on-line learning journey, sometimes alongside photos and videos. Dialogues with parents continue by phone, email or face to face contact at pick-up and drop off times. Parents are consulted in the development of plans linked to their child's needs such as intimate care, medical needs and positive handling plans. See also Assessment and Reporting Arrangements.

We also signpost parents to Hub activities and other local offers that can support their families.

### **The EYFS Curriculum**

The Learning and Development areas are 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**

Early childhood education is founded by a strong tradition which regards play as essential to learning and development.

### 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, with a focus on the Prime Areas of Learning.
- 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 within the stages of EYFS Development and in the Summer Term 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 2<sup>nd</sup> and 3<sup>rd</sup> birthday.

### Curriculum Delivery

The long and medium term plans for the EYFS are topic based and are on a 1 year topic cycle. Where children attend an EYFS class for more than one year, they revisit the topics with greater depth and extension. The planning incorporates both the statutory and non-statutory guidance. There is a balance of both adult led and child initiated activities within the setting. Children play and are taught within small groups, in pairs or individually depending on their individual needs, learning styles and the activity on offer.

After the first half term, individual Next Step Targets are written based on targets from their EHCPs which also link to the prime areas of the EYFS curriculum plus characteristics of effective learning OR one of the specific areas of learning. Children will also have targets or support set by other agencies that are incorporated into their Next Steps and shapes the curriculum they receive. These links are reflected in the following table.

<b>EHCP</b>	<b>Next Step</b>	<b>EYFS Curriculum</b>	<b>Other agency</b>
Communication and Interaction	Communication and Interaction	<u>Communication &amp; Language</u>	SALT
Cognition and Learning	Cognition and Learning	Literacy Mathematics	

		Playing and Exploring Active Learning Creating & Thinking Critically	
Sensory and/or Physical	Sensory and / or physical	<u>Physical Development</u>	Physiotherapy  Occupational Therapy  Continence  Feeding and diet  Sensory Needs
Social Emotional and Mental Health	Social, Emotional and Mental Health Difficulties	<u>Personal, Social &amp; Emotional Development</u>	Pastoral  CAMHS

The main focus of teaching, learning and play is on the prime areas

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

### Assessment Recording and Reporting

In addition to day to day reporting to parents, assessment of EYFS children at Woodlands Meed follows this framework.

Timeframe	Assessment Recording and Reporting
For children attending WM aged 2-3	When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas.
Sept –Oct half term	A baseline assessment is made across all areas of learning, using the SEND assessment framework in Tapestry. This framework expands upon the Non-statutory 'Development Matters' document (Appendix 2) that builds a child's development from birth (Stage 1) to 60 months (Stage 6), towards the Early Learning Goal. We record the child's current stage and describe whether they are emerging, developing or secure. Baselines are shared with SMT and form the basis for target setting.
Oct half term	Next Steps are written for each child based on EHCP targets and ongoing assessments and observations. These are shared with parents at Parents Evenings. This is also another opportunity for parents/carers to comment on other plans

	that have been shared prior to meeting and have a discussion about achievements
<b>Oct-Dec</b>	Progress against the Next Steps is recorded as observed and targets are amended as needed. In December formal feedback about Next Step achievement is submitted to SMT.
<b>Jan</b>	New Next Step Targets and written and shared with parents. Progress against these measured throughout the Spring Term
<b>Feb half term</b>	Mid year assessments are made using Development Matters SEND assessment framework in Tapestry and progress from baseline measured. Reported to SMT.
<b>April</b>	New Next Step Targets and written and shared with parents. Progress against these measured throughout the Summer Term
<b>June half term</b>	<p>End of year assessments are made using SEND assessment framework in Tapestry, progress measured and achievement against targets is reported to SMT.</p> <p>In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile. Reported to the LA and to parents through Summer Term Report. Shared with teacher receiving pupils in Year 1.</p>
<b>Annual Review (date dependent on when EHCP was written)</b>	<p>Progress against objectives set out in the EHCP are reported to parents, alongside reports from other agencies involved with child such as SALT, OT and PT.</p> <p>Summative assessment of stage of learning from Development Matters SEND assessment framework is included in annual review report.</p>

Children's achievements are celebrated throughout the year using a variety of methods eg stickers, praise, Star of the Week certificate (Skills for Life and Learning Criteria) of achievement and these are recorded in Tapestry and SIMS to form a Learning Journal. 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. The Learning Journal is downloaded at the end of the year for parents to keep.

### **The Safeguarding and Welfare requirements**

These are met in the EYFS at Woodlands Meed supported by the following whole school policies;

Safeguarding, Child Protection, Whistleblowing, Recruitment, Induction, Health and Safety, APR, Healthy Eating, Medicines, Accident and Injuries, Behaviour, Data Protection, Outings

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.

### **Leadership of this area on each site and across sites**

This area will be led by The EYFS Teachers with support from the Leadership Team. The Deputy Head line manages the team. There will also be time to share practices and experiences with other staff members within department meetings.

**Review Process:** The EYFS teachers and the deputy 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.