



ROBERT MELLORS PRIMARY ACADEMY

Early Years Foundation Stage Policy

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EYFS Curriculum Statement

For all children to have high levels of involvement in a curriculum that provides them with the skills, knowledge, attitudes and resilience to reach their full potential and make a difference.

Intent

We aim to have a vocabulary rich curriculum, which underpins all areas of learning. Staff are early language experts and aim to develop language at every opportunity. Children learn to read through the teaching of systematic synthetic phonics. Children's interests are followed and also adult led provocations are introduced, leading to high levels of involvement.

Implementation

The curriculum is designed with meaningful learning and enhanced by core experiences, including visiting the library and the park. These concrete experiences are designed to enable later abstraction. Staff are phonics experts and read engaging books. The curriculum has a strong emphasis on outdoor learning and being healthy, for example through daily 'Physical Fun' sessions. Risk taking is promoted and directly taught through the use of open ended resources and Forest School sessions. Children learn about positive relationships as a core part of the curriculum,

Impact

The most disadvantaged children make accelerated progress. SEND children are well supported through personalised provision plans. Children attain above national average in the ELG's and are ready for the Y1 curriculum. Children are knowledgeable about how they become more skilful. There are opportunities for skills to be practiced as the brain development of young children means they need more experience so that knowledge and skills 'stick'.

Teaching and Learning

Children learn best when they are highly involved in experiences (Laevers, 2005). Our approach reflects this, with a flexible approach to planning. Children are observed so that experiences can be planned that reflect what they are interested in. A balance of child led and adult led experiences underpins the approach to learning (EPPE, 2003). Learning through play is supported by experienced adults, who extend children's play by direct teaching moments (Teaching and play in the early years: a balancing act, OFSTED 2015).

Planning

As stated in the Statutory Framework for the EYFS, planning will follow our curriculum plan. Weekly planning will reflect children's interests and will also be adapted 'in the moment'. Planning will reflect individual children's unique development and interests. Phonics will follow the schools chosen synthetic phonics programme.

The Statutory framework for Early Years Foundation Stage sets the standards for learning development.

The four guiding principles are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children **develop and learn** in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

The areas of learning and development are divided into prime areas and specific areas. These are:

Prime areas:

- Personal , social and emotional development
- Communication and Language
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Learning Environment

The learning environment is highly organised to promote independent learning. The structure of the day ensures children have long periods of time to investigate, explore and become highly involved in their learning. The outdoor learning area is open for the majority of the day, with easy access to the area. Neutral colours and organised displays ensure that children are not over stimulated. A calm and purposeful environment enables the children to communicate at a high level. Smaller, secluded areas are provided to support emotional security and high levels of involvement.

Partnership with Parents

We view parents and carers as children's first educators and this is reflected in our settling routines, which allow time to talk to parents about their children and development. A home visiting programme allows for the relationship between staff and families to develop. We hold parents evenings termly and will also have regular informal discussions with parents about their child's learning. We have excellent links with a range of other agencies to support children and families. A key person approach underpins attachments and relationships with parents.

Assessment

Children are assessed on entry to F1 and F2. Observations and discussions with parents are the starting point for teacher led assessments. Teacher's knowledge of the children is an important part of the assessment process. Ongoing assessment supports teachers knowledge of the children's learning and ensures quality teaching. At the end of F2 children are assessed against the Early Learning Goals.

All funded two year olds have a completed two year developmental check, during their first half term.