

Sunning Hill Primary School



EYFS Policy

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Reviewed by: Governing Body

Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world.

Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

Curriculum Intent for the EYFS

At Sunning Hill Primary School we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of trips, visitors, events, extracurricular clubs and first hand experiences.

Our Early Years curriculum is the entire planned learning experience in its widest sense. It meets the needs of every pupil as all children are unique individuals in terms of their needs, abilities, attitudes, language, beliefs, culture, relationships and experiences. We plan and deliver an engaging and challenging curriculum where learning is robust, transferrable and children are encouraged to make connections, this can be through well planned play as well as group and individual activities and interests. We ensure that our young children are respected and developed by providing a safe, welcoming, open and well-planned environment. Young children are active learners and flourish when opportunities for learning develops their curiosity, imagination, self-esteem, social and communication skills. Our curriculum includes learning that take place outside the classroom such as; trips, visitors, events, extracurricular clubs and first hand experiences. This is particularly pertinent for our children as it ensures they leave Sunning Hill as well rounded individuals who can make a contribution to not only their own community but the wider world.

Our curriculum aims to develop children by:

- Providing a stimulating, caring environment where children feel secure, valued and confident.
- Providing a well-planned, broad and balanced curriculum that will support and challenge each child's learning.
- Providing activities which help develop the characteristics of effective learning for all children.
- Promoting each child's social, emotional, physical, intellectual and moral development.

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- Enabling children to deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other in all areas of learning.
- Fostering the development of relationships with other children and adults.
- Building on the child's previous knowledge and experience.
- Having positive relationships with parents, carers, and other agencies.
- Assessing and recording children's progress and achievement and communicating this to parents.
- Ensuring that for children whose home language is not English, providers take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Communication champions supporting the development of Listening and attention, Understanding and Speaking.

Curriculum Implementation for the EYFS

Early Years education, based on the Statutory Framework for the Early Years Foundation Stage and Development Matters 2021, has a crucial role to play in providing the support necessary at this critical and distinctive stage of a child's learning. This framework is based on seven Educational Programmes. These are as follows:

1. Communication & Language
2. Physical Development
3. Personal, social and emotional development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

In addition to the areas of learning in planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. These three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our curriculum promotes the learning and development of all children in our care ensuring they are ready for year one.

Planning, Teaching and Learning

Structured activities, carpet sessions, smaller group work and 1:1 learning are inbuilt into our curriculum and are an important part of its content. Learning objectives and experiences attained

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through play are planned so, where relevant, they link to cross-curricular themes and topics and enhance the teaching and learning in all curriculum areas.

We provide a balance of child led, self-initiated experiences and adult guided play to facilitate learning. We ensure that our children have scope to access the materials they need in their play, enabling them to facilitate their own ideas and challenges. Through the nature of the resources provided, children's play can also be structured appropriately to their learning needs.

Provision is made for play to be developed in our curriculum through specific learning areas that often incorporate the following (though there may be additional areas):

- Sand play
- Water play
- Role-play
- Construction
- Creative (junk modelling, painting, collage etc.)
- Music
- Investigation areas
- Mark making
- Reading
- Small world
- Physical development, including gross and fine motor skills

These areas of provision are interchangeable inside and outside of the class room and vary depending on planning and objectives. Within these areas there may be links to other aspects of the curriculum such as number, vocabulary and speaking and listening.

The adult's role in the provision of play is to stimulate, encourage and challenge the child to extend their learning into new areas. This is achieved through the provision of appropriate resources and interacting in the child's play through: -

- **Modelling** - taking a part in the play, acting out a role etc. so extending the sequence of the play and modelling language and behaviour. Being a 'playful practitioner'.
- **Guidance** - working alongside the children and making comments and suggestions to extend the activity and the learning.
- **Observation** – At times standing back to allow the play to be free and child initiated.

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the indoor and outdoor areas throughout the school day. Children are encouraged to become independent learners and to take responsibility for initiating their own lines of enquiry and investigation.

Children are prepared for more formal phonics teaching later on in our Nursery 2 provision and early on in Nursery 3 provision through the "Language Through Listening" programme which is followed

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by “Little Wandle” phonics after the child’s first half term in Nursery 3 provision and into Reception class where it also links to “Little Wandle Reading”.

Both Nursery 3 and Reception class teach “White Rose Maths”.

As age appropriate, children are taught Literacy, Maths, Understanding the World as specific skills and lessons as well as in enhanced provision but there will always be a focus on the Prime Areas of learning.

“Mini Minds Matters” is also followed throughout the EYFS to help our children process their emotions and learn how to cope with life events.

Communication Champion

The Communication Champion aims to improve levels of communication for our children by ensuring staff:-

- Teach children specific vocabulary
- Remind staff about the communication rules and Blank levels
- Lead to staff to model quality language through play
- Provide advice on a communication friendly environment
- Provide advice on communication and language enriching activities in the provision
- Leading and managing the Wellcomm intervention

The impact of the communication champion role will be evident in the progress of the children. Not only in the area of communication but also in cross curricular links.

Staffing and Organisation

Early Years consists of a 2 year old nursery, 3 year old nursery and Reception. The Ratio is as follows:

2 year old - 1:5 and SEN focused staff as necessary

3 year old – 1:13 with the class teacher, 1:8 if the class teacher is not in class and SEN focused staff as necessary

2 Reception classes of 30 children with 2 teachers, 2 TA’s and SEN focused staff as necessary

All staff attend in house training and, where relevant and meaningful, Local Authority training and meetings to share good practise.

Parents as Partners

It is recognised that an effective partnership between parents and teachers (and other staff) has a significant effect on children’s achievement. The partnership should be developed at the earliest opportunity to enable knowledge and information to be shared.

At Sunning Hill we aim to: -

- Recognise that parents are the first and continuing educators of their children.
- Invite parents to share in their child’s learning through a variety of mediums such Class Dojo.
- Develop a partnership based on shared responsibility, understanding and mutual respect.
- Make time to talk to parents (at the beginning or end of the day or at a mutually agreed time).

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- Encourage learning opportunities provided at school to be continued at home (e.g. sharing books, reading) and experiences initiated at home are sometimes used as stimuli for learning at school.
- Share curriculum information with parents to enable them to support their child at home in a variety of ways (e.g. Class Dojo, parent's workshops, Stay and Play).
- Fully inform parents of their child's progress and achievement through everyday conversation, Class Dojo and reports.
- Ensure parents are aware who their child's key person is and to build relationships with that person.

Safe Guarding and welfare

Refer to Safe guarding Policy and The Safeguarding and Welfare Requirements from the EYFS Statutory Framework.

Health and Safety

Refer to the Health and Safety Policy

Curriculum Impact for the EYFS

Through the clear and aspirational intent and structured and rigorous implementation of the EYFS curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in the seven educational programmes and the characteristics of effective learning. The impact of this is measured in the following ways;

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. On-going assessment is an integral part of the learning and development process. When assessing whether an individual child is at the expected level of development for their age, practitioners draw on their knowledge of the child and their own expert professional judgement. Identified gaps will be addressed through individual targeted learning to enable the child to reach age related expectation.

Practitioners know the children and understand their level of achievement, interests and learning styles, and subsequently shape learning experiences for each child reflecting that knowledge.

In their interactions with children, practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Parents and/or carers are kept up-to-date with their child's progress and development. Practitioners address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

In Reception each child will complete The Reception Baseline Assessment within the first six weeks.

In the Reception Year the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers.

Progress check at age two

In our two year old provision, practitioners review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If

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there are significant emerging concerns, or an identified special educational need or disability, practitioners develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals as appropriate.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.