

Hunton & Arrathorne Community Primary School



EYFS Policy

Publication Date: Date: September 2023	Headteacher: Mr S Donaldson EYFS Lead: Mrs R Doz�y
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As a school, we believe that the early foundations of education are imperative to all that follows in the lives of children in today’s world. Our EYFS Curriculum provides a solid base for children to develop as lifelong readers, change makers, risk takers, creators and to be inquisitive, healthy and happy.

Our Aims

- We are healthy and happy
- We are lifelong readers
- We are change makers
- We are risk takers
- We are creators
- We are inquisitive (with a thirst for knowledge)

INTENT - The EYFS Curriculum

Our intention is to give all our Hunton & Arrathorne Primary School children the requisite foundation skills, knowledge and support for each of them to fulfil their potential and to ensure a smooth transition into Year 1, and their school life beyond that. We have used the Statutory Framework for the Early Years Foundation Stage (EYFS) to design a curriculum that enables our children to succeed through cooperative and collaborative learning principles, and which recognises the children’s prior learning from previous settings and their experiences at home. This will ensure all children achieve a good level of development by the end of the EYFS and meet the Early Learning Goals. Safeguarding and welfare is a high priority in our school; we welcome and celebrate differences amongst ourselves, our community and across the world to support children in their progress equally. Children with particular needs, including SEND, receive the appropriate support to enable their individual successful development. We work in partnership with parents, carers and other service providers to build the trusting and positive relationships essential for all the children’s continued development. We are committed to providing a playbased approach, with health and wellbeing embedded into our routines and practices, which will ensure high levels of engagement and autonomy alongside challenge and feedback in a safe environment.

IMPLEMENTATION – The EYFS Curriculum

Our thoughtfully structured, well-planned and sequenced curriculum ensures we are able to provide inspiration for learning, with abundant flexibility for children to follow their own interests and ideas. The timetable is carefully structured so children are given a balance of child-initiated and adult-directed activities, play based learning, large group, small group and one to one sessions. During these sessions, adults can systematically check for

understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with ample time for ‘exploration’ throughout the variety of experiences carefully devised to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

Communication and Language is highly valued in our EYFS curriculum. We strive to provide a language rich environment. We do this by interacting purposefully with children and engaging in conversation. We value the children’s thoughts, ideas and suggestions and listen to them with interest. We endeavour to develop their repertoire of language by modelled and exposing them to high level vocabulary in the provision.

One of our school aims is for our pupils to become ‘Lifelong Readers’ and to encourage a love of reading from an early age. Across the school we have curated a list of carefully planned and sequenced texts to read and share throughout the year with the children. The aim is to expose children to a range of books that not only develop a love of reading, but deepen their communication, vocabulary and comprehension skills. These books are embedded in our provision through activities, story sessions and on display for children to access independently.

We follow the Little Wandle SSP Programme. Daily sessions in Reception, increase in duration from 10 minutes to 30 minutes by the end of the Reception year. From week 4 of Reception, the children partake in 3 reading sessions per week with a trained member of staff with a book matched to their phonic knowledge. We find this programme helps us create confident and fluent lifelong readers who are enthusiastic about reading.

In Maths we use the White Rose Maths Scheme. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration. This scheme complements our high-quality learning environments and facilitates meaningful interactions with adults to support the children’s development of mathematical thinking and discussion. Alongside this, we are committed to all children within the EYFS to experience mastery opportunities at the appropriate level.

Exciting, purposeful and contextual activities are planned to build on children’s natural curiosity for the seven areas of learning. We have ‘hooks’ for the children to be inspired and engaged with their learning. We weave trips and experiences into the curriculum, which are plentiful; creating life long memories and enable to children to draw upon personal experiences and make links between their learning.

Our carefully planned progression of routines and expectations throughout their first year of schooling prepares children for a smooth and successful transition into Year 1 at Hunton and Arrathorne. Our EYFS children are taught in the same class as Year 1 children therefore ensuring that although they have moved to the National Curriculum, their daily routines, practice and adults remain the same solid start in Year 1.

IMPACT – The EYFS Curriculum

The impact of our stimulating environment and enriching curriculum, supported and delivered by our committed and experienced practitioners, will be a cohort of children who have the requisite foundation knowledge, skills and confidence to progress successfully to the next stage of their primary education; they will be impassioned learners who show drive, perseverance, resilience and creativity, and each an individual who is kind to themselves, their peers, community and the world. They will have a wide-ranging vocabulary and be confident communicators, who are well-prepared for the next stage in their journey.

Parents and carers will feel fully informed of their child’s progress as well as being completely involved in their learning journey through regular face-to-face interactions and digital communication with the practitioners.

The impact of our EYFS curriculum is under constant review utilising the judgement of our experienced practitioners and the data collected through the statutory Reception Baseline Assessment (RBA) and the continuous evidence-gathering and grading of each child's progress against the Early Learning Goals.

All children will make good progress from their starting points and be happy, healthy and confident learners going forward.

Transitions

During the Summer Term prior to starting school the following September the following visits are conducted:

- Class teachers will visit pre-school settings from which September's intake will be taken.
- Each child and their parents will be invited to spend some time at Hunton and Arrathorne Primary School in order to familiarise themselves with both the staff and environment. Usually 2 half days followed by a full day which includes lunch.
- Parent/carers will be invited to a 'welcome' event and we will share information relating to our school including curriculum, common questions, photo timetables and also seek to find more information about their unique child

Transition to Year 1 is a significant milestone for young children. For our children, this move is smooth and progressive due to the structure of our classes. EYFS children are taught in the same class as Year 1 children therefore ensuring that although they have moved to the National Curriculum, their daily routines, practice and adults remain the same. Careful, planned progression of routines and expectations throughout their first year of schooling prepares them for a solid start in Year 1.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents /carers to work closely together. This can have a very positive impact on a child's development which relies on a two-way flow of information and knowledge.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Provision Maps identify targets in specific areas of learning for those children who require additional support in line with the school's Special Educational Needs Policy.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Safe guarding and Welfare procedures

First and foremost our role is to keep children safe. Safeguarding and welfare is a high priority in our school. Risk assessment and health and safety monitoring is a key part of school life ensuring children can be free to explore environments in a safe and stimulating manner. Health and wellbeing are embedded in our routines and practices. Further information can be found in the school Safeguarding and Child Protection Policies.

Related whole school policy's include:

- Feedback Policy
- Curriculum Policy
- Teaching & Learning Policy
- Child Protection Policy
- Safeguarding Policy
- Attendance Policy
- Admissions Policy

Monitoring

The policy will be monitored by the EYFS Lead, the Headteacher, Assistant Headteacher and Governors.