



Edleston Primary School
Denver Avenue
Crewe
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Headteacher: Mrs R Bagni

EYFS Curriculum provision Policy

Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Our children develop skills whilst fully engaged in the curriculum, are involved in the process of education and celebrate each other's successes.
- Enable children to fulfil their potential, that they have high expectations and are ready for the challenges ahead [including promoting the learning and development of our youngest through to our oldest pupils to ensure they are ready for Key Stage 1/3 and beyond]
- Develop the skills that children need in order to make positive contributions to the wider community
- Promote tolerance, understanding and respect
- Provide opportunities for our children to challenge what they know.
- Promote independent learning
- Encourage critical thinking, building an enquiring mind and curiosity to follow the journey of learning.
- Strengthen confidence and assertiveness and be proud of their achievements
- Promote healthy lifestyles by being active and ensuring positive mental wellbeing

Legislation and guidance

This policy reflects the requirements of the [Early Years Foundation Stage \(EYFS\) statutory framework](#)., which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by working at an age band appropriate to the individual child [from birth to 5 years].
- They manage requests to withdraw children from curriculum subjects [RE], where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy through their roles as middle leaders/subject leaders.

Organisation and planning

We have one single-age Reception/Foundation Stage 2 Class and the staff involved plan meticulously to meet the varying needs of the pupils and to satisfy the requirements of the EYFS curriculum. Each prime and specific area is well planned and monitored to ensure progression and continuity of learning for all pupils across the year. The class teacher ensures that there is a variety of experiences in the indoor and outdoor classrooms – both adult led and child initiated. How and what is taught is shared with parents by the class teacher in a meeting at the beginning of the school year and via termly curriculum newsletters. Additional workshops to support parents embedding learning at home, are on-going throughout the year eg Phonics, Reading, Tapestry and Maths.

The EYFS Curriculum and organisation of Learning

The EYFS applies to children from birth to the end of reception. At Edleston, children join us in Reception [the September after their fourth birthday].

The EYFS is based upon four principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring – so that the children have opportunities to investigate and experience things – chance to have a go!
- Active learning – the children will have time and space to concentrate and keep on trying whilst enjoying their achievements.
- Creating and thinking critically – we encourage and support children to have and develop their own ideas, make links, ask questions and develop strategies.

This information is shared with parents and the Year 1 teacher.

The teaching and learning for the Early Years Foundation Stage is organised into areas of experience rather than individual subjects. These areas are as follows:

Communication, Language and Literacy
Mathematical Knowledge
Understanding of the World
Physical Development
Creative Development
Personal, Social and Emotional Development

Please also note the following: Parents have a right to withdraw their child from Religious Education. Parents are requested to write to the Headteacher to request that a child does not take part in Religious Education lessons. Children would still take part in daily assembly but not the part that is concerned with a corporate Act of Worship.

Our creative curriculum is linked to half-termly themes derived from quality texts which are our curriculum drivers. Staff also ensure that the children's own interests are considered and the provision is made. We have created a bespoke curriculum overview, ensuring coherence and progression in both knowledge, skill development and widening their experiences and vocabulary. These have been designed to maximise opportunities for purposeful links between different areas whilst ensuring that the curriculum is taught effectively.

Our EYFS timetable includes daily phonics, writing, maths and speaking and listening experiences learning to ensure efficient development and retention of knowledge and skills. We have made links to our local communities and cultural development to meet the needs of our pupils and our context. Our curriculum is shared on the website for parents to access.

Read Write Inc (RWI) is taught in the Foundation Stage 2 and KS1. Where appropriate, those children who are not secure with their phonics in KS2, may also take part in RWI. In Foundation Stage 2, phonics is taught to differentiated, small groups led by the teacher or TA on rotation through the first session.

Our approach to the early teaching of reading is through RWI using appropriate books based on phonemes that have been taught. The individual sounds being taught that week plus a set of word time and tricky words are sent home weekly for the children to practise with their families.

The school has a computer suite. There are also mini banks of ipads around the school. Computers are used to teach computing skills but also to enhance learning across the curriculum. Children are taught computer skills but also apply those skills in other subject areas. Information technology also facilitates children having opportunities to use other equipment such as cameras, recording and sound equipment.

Assessment

On entry to school, a baseline is completed on each child during the first 3 weeks to enable progress to be tracked. Progress is assessed against the Early Learning Goals and will be formally reported to parents in three Parent Consultation meetings per year and one written report. Informal consultations may take place at other times – we have an open door policy. We also arrange sessions where parents can come and look at their own child's work with their child acting as a guide.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily. If the child is already attending onsite private pre-school, he/she will be very familiar with the staff and setting and we envisage a very seamless transition. However, much of our intake are from other local preschool and child minders. The EYFS teacher visits children at these settings.

Parents of all children starting in the next academic year will be invited to an Induction Meeting in the summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to:

- Go through the school handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Listen to the Head boy and Head girl's presentation about how they have found Edleston
- Explain how the curriculum is delivered and arrangements for the phased induction in to reception [For the first week, children have a phased entry to help them settle in the new environment and learn some routines – half a day for 3 days before starting full time. Where needed, a flexible timetable can be offered to those children who are not developmentally ready for full time.]

We organise new class sessions for all children – and sometimes parents - to 'taste' aspects of school life. The children are able to come in to school to meet their new class teacher for these sessions during the summer term. We also offer a meeting with the EYFS team for individual parents to discuss their child's needs, interest and any concerns they may have.

Safeguarding & Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.' (Statutory Framework for EYFS 2014)

At Edleston Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;

- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See our Safeguarding Children Policy).

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Head teacher will carry out monitoring on EYFS as part of the whole school monitoring schedule.

Enriching and Extending Learning

In addition to the compulsory EYFS curriculum, the school has a comprehensive programme of enrichment activities. These include:

- A programme of day trips, visits and visitors in every year group - we aim for at least one per term in each year
- Opportunities for visitors to present to school eg POP project, visiting authors
- Clubs and groups that meet at lunchtimes and some after school [later in the year]
- Themed days such as World Book Day
- Blocks of learning eg History week – at an appropriate level
- Inter school activities with local preschools
- Children's Involvement in their Learning

We involve children in their own learning. The school considers that this motivates and inspires them to achieve their best and to develop positive attitudes to future learning.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

The teacher will plan lessons so that pupils with SEN and/or disabilities can study aspect of the EYFS curriculum, at their age-development level, and ensure that there are no barriers to every pupil achieving.

The teacher will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of the curriculum and compliance with other statutory requirements through:

- School visits,
- sharing children's work
- feedback from staff.

Learning is monitored by the Leadership team and subject leaders across a variety of methods including:

- work scrutinies,
- learning walks,
- pupil interviews,
- analysing data.

Links with other policies

- Curriculum policy
- Assessment policy
- Curriculum area policies eg English, Maths etc
- SEN policy and information report
- Marking and feedback Policy
- Safeguarding policy