

# EYFS Curriculum and Learning Policy 2009

## Rationale

The Early Years Foundation Stage at Perranporth School is vibrant, fun and engaging, where children are at the heart of every decision we make. Their vitality is nurtured in a friendly and caring environment where happiness and wellbeing are paramount. All of our children are known, valued and respected as individuals who leave the EYFS ready for the next stage in their education. Children are encouraged to aim high and make the most of the range of experiences we offer. We believe in providing children with a safe and stimulating environment where children flourish. We pride ourselves on listening to children and those who care for them, using this information to personalise each child's learning. Learning should be fun and we believe in first hand learning experiences, valuing the importance of the outdoor environment to develop children's thinking and problem solving skills. We are committed to giving our children the best possible start to their school life, teaching them skills which ensure their well-being now and success in the future.

## Implementation of the policy

### We ensure that:

- All members of staff, including volunteers and students, who look after the children, are suitable to do so.
- All adults have appropriate qualifications and experience to support the care and learning needs of the children.
- Adequate supervision is provided for students, other inexperienced staff, and volunteers.
- Parents and carers are kept fully informed about the provision of care, learning and play for their child/ren.
- A wide range of experiences and activities are provided so that children can learn through first-hand experiences and play.
- There are established systems for planning children's experiences which reflect their individual needs.
- The progress of individual children is monitored and recorded regularly and the information is shared with parents and carers.
- We respect and value all the children, whatever their background, and we encourage staff and children to treat others with respect.
- We encourage children in their activities and provide support and reassurance for new experiences. We give appropriate praise to support their efforts and achievements.

- We allocate each child a key person who monitors progress and ensures that the child's needs are met. This member of staff provides the link between the School and home. The key person and teacher in charge also manage communication between the School and the parents or carers, particularly on routine matters, and the child's progress.

### Learning about right and wrong

Children need to learn how to cope with strong feelings and what is, or is not, acceptable behaviour. We support children in managing their feelings and coping with difficult situations.

- We encourage and praise children for behaving appropriately.
- We always treat children with respect and show, by example, appropriate ways to behave with others.
- We acknowledge that children have strong feelings that they may not know how to express. We help them to talk about what these feelings are and how to deal with any situations that arise.
- We support the children in resolving conflict by talking through the effects of their behaviour on others and helping them to work out appropriate behaviour.
- When inappropriate behaviour occurs, we ensure that the child knows that it is the behaviour that is wrong, not the child who is bad.
- We plan activities through our SEAL curriculum which allow children to explore right and wrong in a non-threatening context.
- We ensure the children learn about other cultures, beliefs and people through multicultural days, books, singing and artefacts. This ensures they work towards gaining the ELG's in this area of development.

### Learning and play

- We offer the children a broad and balanced curriculum which follows *statutory Early Years Foundation Stage 2007*. We offer a variety of activities, both planned and free choice, which provide opportunities to learn through play.
- We run a planned programme of themes throughout the year to ensure that the children are given a wide range of active, real-life and everyday experiences to enhance their learning about their world. These themes/topics are chosen to reflect the children's interests and include visits in and around the locality.
- We offer a mixture of active and quiet times throughout the day, and the children have opportunities to participate in both indoor and outdoor activities.
- We aim to have free flow indoors and outside between the classroom and our secure outdoor area. We also plan outdoor session in the school playground and outdoor environment that enable the children to develop skills outside of the classroom.
- We take every opportunity to further individual children's communication skills in speaking and listening.

- We encourage the children to look at books and seek opportunities to read stories to, and with them.
- We develop early mathematical skills through everyday routines, as well as through planned experiences and games.
- We provide activities which engage the children in problem solving and investigation.
- We stimulate the children's imaginative and creative development through a range of activities, including: role play; a variety of painting, modelling and drawing experiences, both planned and free-choice; singing and dancing to music, as well as listening to music and playing instruments.
- We encourage the children to make choices and decisions during free play. We also expect them, supported by adults, to take appropriate responsibility for the care and maintenance of resources.

### **Organisation of resources**

- We aim to make resources accessible to the children, wherever possible, so that they can choose their activities independently.
- We label all resources so that children can find and return resources and equipment safely and easily.
- We ensure the safe use and storage of resources by the children, but we also support their independence and problem-solving abilities.

### **Planning and Assessment**

- Planning sheets used in the Reception Year are attached to this document.
- Planning documentation includes:
  - The long-term plan for the year – to show coverage of the strands of the EYFS.
  - Half termly and daily detailed plans
- Key persons and the class teachers record observations on progress and achievements and record these in the children's individual Early Years Foundation Stage Profile on Tapestry. This information is used to plan appropriate activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning.
- A Learning Journey and folder of work are kept as a record of children's development and achievement. Regular observations are made and build a picture of the child's development. Summative statements are then completed for each child term.
- EYFS data is monitored and tracked throughout the year to ensure the children are making progress. This data is shared with the SLT at Class Development Meetings.
- Data on Entry is collated in the Autumn Term and exit scores are sent to the County Council for analysis at the end of the summer term. These scores are used to compare with progress nationally.

- Yearly moderation visits from the County Early Years Moderation Team ensure that the teacher and staff are making accurate judgements about the children. We also attend moderation meetings with other schools and have our own internal monitoring system.
- Information used in the EYFS Profile is shared regularly with parents.
- Key persons are responsible for making sure that these records are updated regularly, and that the information and 'next steps' for the children are shared with parents and carers on a termly basis.

### **References**

DEFS, THE EARLY YEARS FOUNDATION STAGE 2007