



Heatherley Primary School

EYFS Policy.

Reviewed December 2023

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Subject Coordinator: Tyler Lieber

The Curriculum Policy for EYFS

Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

This policy outlines the **Intent**, **Implementation** and **Impact** of EYFS here at Heatherley.

The **Implementation** of this policy is the responsibility of all teaching staff. The school policy for EYFS reflects the consensus of opinion of the whole Heatherley Community including teaching staff and Governors.

Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in it's own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years Foundation Stage, Department for Education, 2012

Early childhood is the foundation on which children build the rest of their lives. At Heatherley, we understand the vital role that the Early Years Foundation Stage (EYFS) plays in laying the secure foundations for future learning and development. At Heatherley, we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive and are actively developing relationships with feeder settings. We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is child centred following the interests and fascinations of the children. We are passionate about children leading and engrossing themselves in their learning.

Our Intent, Implementation and Impact statement for EYFS.

Intent

We aim to provide a curriculum that offers children a wide range of opportunities ensuring that we do not expect children to aspire to things they have never encountered. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge. Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected. Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals. Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to F2 and Year 1 effectively. Develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development either run by the EYFS Lead or attending courses run by other providers.

Implementation

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Children make their own decisions about where they learn best, and teachers ensure that there are opportunities for all areas of learning both inside and outside.

At Heatherley, we believe that all our children can become fluent readers and writers. Therefore, we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. We provide effective and focused interventions for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

We love to provide children with opportunities that lots of them have not experienced before or that enhance their learning in school. We provide Forest schools as a specialised learning approach that offers children regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. We go on visits to support this for example a trip local farms, churches and supermarkets. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project.

The team in EYFS work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. Children have access to a wide range of equipment including construction materials, role play equipment, small world toys, sand and water equipment, art and crafts materials, musical instruments, ICT equipment, mark making materials, counting equipment, books, larger outdoor toys and specialist PE equipment.

All children and adults are expected to take responsibility for the care of and use of resources and the environment and we believe that supporting the children and helping them to look after and respect their environment is a very important part of a child's development. We encourage children to tidy up as they go through the day.

It is a positive place to be where resilience, perseverance and successes are celebrated, and every child feels valued and respected.

Extended Curriculum Opportunities

- WOW moments during the term (including education visits to a variety of places).
- We provide our children life-long skills in supporting their mental and emotional well-being.
- Through continuous provision and daily learning, we provide our children with practical knowledge and experiences (meal planning, cooking, gardening and growing fruit and vegetables, engagement in keeping active) so that they can make positive choices for a healthy lifestyle.
- We provide children with an appreciation and deeper understanding the natural world (linked to the national curriculum) in which we live and develop team building skills through outdoor experiences (Nature Detectives).
- We provide a range of approaches that provide firsthand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk and other means of communication.

Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into F2 and Year 1. Our children are often amazing role models for others in school. We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child. We aim for all our children make more than the expected steps progress from their starting points. The judgements of our school are moderated with other schools. This means judgements are secure and consistent with government guidelines. The EYFS Leader also goes to Local Authority moderating events which the school also attends. The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead and the Head teacher.