



EYFS Curriculum Policy - Prep School

1. Ethos

1.1 Children are competent learners but they develop in individual ways and at varying rates. Their attitudes and dispositions to learning are greatly influenced by feedback from others so we use praise and encouragement, as well as stickers to help nurture a positive attitude to learning. We ensure that children's achievements are recognised and commended in classroom and assemblies.

2. Planning

2.1 In the EYFS we set realistic and challenging expectations that meet the needs of all our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's existing knowledge, experience and interests and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children to extend their learning in all areas of development;
- monitoring children's progress and taking action to provide support as necessary.

2.2 The planning within the EYFS is based on medium term plans which are based around half termly themes. These plans are used by the EYFS teachers as a guide for weekly planning, however the teacher will alter them in response to the needs, achievements and interests of the children.

3. Positive Relationships

3.1 At West Buckland we recognise that children learn to be strong and independent with secure relationships forming the foundation for their learning. We aim to develop caring, respectful, professional relationships with the children and their families. Staff interact positively with the children, taking time to listen to them.

4. Enabling Environments

4.1 Environment plays a key role in supporting and extending the children's development. By observing the children and assessing their stages of development, our staff are able to plan



challenging but achievable activities and experiences to extend the children's learning and develop their interests.

4.2 It is important to us that all children in the school are 'safe'. We aim to educate children about the importance of boundaries and rules and help them to follow these. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

4.3 We make the most of the outdoor space we have here at West Buckland and ensure that children have daily access to outdoor provision. Children also have time to explore a forest school approach with specially trained practitioners as part of their learning timetable.

5. Learning and Development

5.1 We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development and understand that they are interconnected. We acknowledge that the three prime areas are the basis for successful learning in the other four specific areas and so ensure that these skills are firmly consolidated. We focus strongly on the primes in the Nursery and then continue to ensure they are in place in Reception as the balance shifts towards a more equal focus on all areas of learning.

5.2 Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- the understanding that the teachers and support staff have of how young children develop and learn, and how best to teach them.
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- the carefully planned provision that helps children work towards the 17 Early Learning Goals and the 3 characteristics of effective teaching.
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- the identification of the progress and future learning needs of children through observations, which are shared with parents termly.

5.3 Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to self-regulate and understand the need for rules. They can think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They are encouraged to feel safe in order that they can express their emotions, which may include



fears or anxieties and practitioners support children to make sense of these and work through them.

5.4 Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

5.5 Children are given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

5.6 The seven areas of learning are delivered through a balance of adult led and child-initiated activities. Practitioners refer to *Development Matters* as a tool to support them in daily observation and assessment and is used to make best-fit summative judgements about each child's development. The team can then plan effectively for children's next steps in learning.

6. Communication and Language

6.1 We intend that children should become confident speakers and learn to listen to and value others' contributions in conversations. We help them develop the core skills they need to become readers and writers.

6.2 We help children to develop and use a growing vocabulary with increasing fluency to express thoughts and convey meaning to the listener. They listen and respond to stories, songs, nursery rhymes and poems. They make up their own stories and take part in role play with confidence.

7. Physical Development

7.1 We encourage a positive attitude towards a healthy and active way of life, focusing on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments.

7.2 Children are given the opportunity to move confidently and imaginatively with increasing control and co-ordination and an awareness of space and others. They learn to use a range of small and large equipment and simple balancing and climbing apparatus with increasing skill. They handle appropriate tools, objects, construction and malleable materials with increasing control.

8. Personal, social and emotional development

8.1 It is important that children learn how to work, play, co-operate with others and function in a group beyond the family. As each day progresses, children will be developing an understanding of self and others. An holistic approach is taken towards personal, social, moral and spiritual awareness and this is provided through a variety of first hand experiences for the children.



8.2 The aim is that children will become confident, show appropriate self-respect and be able to establish effective relationships with other children and with adults. They will have opportunities to collaborate as part of a group, while also learning independently at times. Our aim is to foster self confidence and build self esteem in children which allows them to develop positive dispositions towards learning. We nurture the 3 characteristics of learning to help children with core skills like perseverance, concentration and resilience.

8.3 Through children's natural curiosity they are supported to explore, take risks and try new things and in doing so develop p[roblem solving skills.

8.4. They will be encouraged to develop independence in selecting an activity or resources and in dressing and personal hygiene.

8.5 Children should be sensitive to the needs and feelings of others and show respect for people of other cultures and beliefs. They will take turns and share fairly. They will be encouraged to express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why. They will treat living things, property and their environment with care and concern.

9. Literacy

9.1 We encourage children to enjoy books and handle them carefully, understanding how they are organised and to know that words and pictures carry meaning and that, in English, print is read from left to right and from top to bottom.

9.2 Songs and rhymes are a key part of the learning for children as they are developing their literacy skills.

9.3 From Nursery children experience a range of activities promoting their listening and attention and early phonological awareness. They will begin to associate sounds with patterns, rhymes, syllables and with words and letters. When children are ready to learn about phonics in greater depth they are taught synthetic phonics and given regular opportunity to practice this. Their progress is monitored and assessed.

9.3 Children may begin to recognise their own names and familiar words and sounds in Nursery. In their emergent writing they will use pictures, symbols and into Reception use familiar words and sounds to communicate meaning. They are encouraged to understand of some of the different purposes for writing and will be working towards becoming independent writers with the appropriate use of upper and lower case letters.

9.4 Parents take an active part in supporting their children with learning to read. A reading book and reading record goes home each evening with the child so that there is two way information about progress passing between parents and staff.

10. Mathematics

10.1 Throughout the EYFS children will be acquiring and developing important aspects of mathematical understanding through play. This gives them the foundational skills they need



to understand mathematical concepts and physical maths in their environment (e.g. shape, space and measure). Many are familiar with number rhymes, songs, stories, counting games and activities.

10.2 Children will learn to recognise and create patterns, compare, sort, match, order, sequence and count using everyday objects. They will use numbers to 20 and be familiar with larger numbers from their everyday lives. They will begin to use their developing mathematical understanding to solve practical problems.

10.3 Through a variety of activities children will learn to understand and record numbers and begin to show awareness of more abstract operations, such as addition and subtraction, and begin to use the language involved.

11. Understanding the world

11.1 As children become aware of their environment, their understanding of other people and the features of the natural world and community increases.

11.2 Children will talk about where they live, their environment, their families and past and present events in their own lives. They learn to explore and recognise features of living things, objects and events in the natural and man-made world and will look closely at the purposes of some features of the area in which they live. They will talk about their observations, sometimes recording them and ask questions to gain information about why things happen and how things work.

11.3 Children are given lots of opportunities to learn about and use computers, interactive whiteboards, tablets and other forms of technology to help them develop these vital skills going forward.

12. Expressive arts and design

12.1 Children will explore sound and colour, texture, shape, form and space in two and three dimensions. This is done through active, first hand experience including messy play opportunities. We encourage children to respond in a variety of ways to what they see, hear, smell, touch and feel. Through art, music, dance, stories and imaginative play, they will show an increasing ability to use their imagination, to listen and to observe.

12.2 Pupils use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings. They will explore and select materials and use equipment and skills such as cutting, joining, folding and building for a variety of purposes.

13. Assessment

13.1 In Reception and Nursery, we use the 2Simple software for ongoing observation and assessment of the children in the three prime areas and four specific areas of learning. This is supplemented by some written observations and examples of children's writing, mark-making and drawings. These regular assessments by the teacher and other staff involved in the



children's learning are used to inform future planning and to ensure that it reflects identified needs. These observations and assessments are recorded in the children's individual development portfolios.

13.2 Should there be any concern about a child's development, Nursery and Reception staff will monitor the child and collate information. In the case of a Nursery child, the Nursery Manager and SENCO will discuss the child's learning needs. In the case of a Reception child, the teacher will raise any concerns with the SENCO to discuss appropriate action. Parents may be invited to a meeting to discuss the child's needs and SENCO's recommendations. With parental consent, action will then be according to the individual needs of the child. A Personalised Learning Plan may be developed and outside agencies will be contacted if required. A graduated response to individual needs is followed as outlined in the SEND Code of Practice. All information collected will be confidential.

13.3 There is frequent, informal feedback to parents almost on a daily basis as the children are brought and collected from Nursery and Reception. For reporting children's progress and to view and discuss the assessments, there is a parents' consultation evening each term for Reception. Nursery parents have a formal meeting twice a year with Nursery staff. However, staff throughout the EYFS will arrange an appointment at other times to speak with parents if ever there are any concerns. Parents are also welcome to make appointments for more formal feedback should they wish. Within the final term of the EYFS, a written summary is provided to parents, reporting their child's progress against the ELGs and assessment scales. We give opportunity for the parents to discuss these judgements with the teacher at parents' evening.

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