

Walmsley C.E. School

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Early Years Foundation Stage Curriculum Statement and Policy

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Committee	School Effectiveness

Mission Statement

As a school we pledge to:

...be a happy school where pupils are encouraged and challenged to reach their full academic and social potential in a creative, friendly and safe Christian environment

...work as a partnership with pupils, their families, staff and the wider community to provide an environment of honesty, responsibility and integrity

...give ownership of the opportunities presented to the school family thus enabling them to reflect on their time at Walmsley with pride

Statement of Intent

At Walmsley C of E Primary School we want to work in partnership with parents to encourage independent, happy learners who thrive in school and reach their full potential. At Walmsley C of E we deliver a high quality and purposeful curriculum that provides a broad and balanced education which meets the needs of all pupils. It is designed to give them the skills, knowledge and understanding to prepare them for the next stage of their education. Its implementation is intended to provide children with ambition, learn new and exciting concepts and deepen subject knowledge through a progressive model. Its equitable delivery ensures academic success, creativity and problem solving, reliability, responsibility and resilience. In addition, physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. Our curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development. The impact will be on our learners developing detailed knowledge and skills across the curriculum and, as result, achieving well. Pupils will learn the curriculum successfully and with parity for all.

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to five years of age. In our school, all children join us at the beginning of the school year in which they are five. Key Stage One begins for our children at the beginning of Year one. The Foundation Stage is extremely important in its own right; it provides the foundation for all future learning and prepares children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

All Children are unique individuals in terms of their needs, abilities, language, beliefs, culture, relationships and experiences. They need to be respected and developed by providing a safe, welcoming, open and well-planned environment. Young children are active learners and flourish when opportunities for learning deepen their curiosity, imagination, self-esteem, social and communication skills. Well-planned play is a key way in which children learn with enjoyment and challenge during the foundation stage.

Aims and Objectives

The objectives of the EYFS policy are: -

- To provide a stimulating, caring environment where children feel secure, valued and confident.
- To provide a well- balanced, broad and balanced curriculum that will support each child's learning
- To provide activities that develop the characteristics of effective learning
- To promote each child's social, emotional, physical, intellectual and moral development.
- To enable children to deepen their understanding both indoor and outdoor by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other in all areas of learning.
- To develop warm and secure relationships between children and adults.
- To build on a child's previous knowledge and experience.
- To teach children about Christianity and other faiths
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To value the cultural diversity within our school and community.
- To foster positive home school links and share a common sense of purpose with parents.
- To assess and record children's progress and achievements and communicate this to parents.

The Foundation Stage Curriculum

Early Years Education, based on the Statutory Framework for the Early Years Foundation Stage and EYFS Development Matters, has a crucial role to play in providing the support necessary at this critical and distinctive stage of a child's learning. This framework is based on seven areas of learning with three Prime Areas and four Specific Areas.

The three Prime areas are: -

- **Personal Social and Emotional Development** -This area focuses on the developing child and his/her ability to work and play alongside others. It is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.
- **Physical Development** - This area focuses on the child's developing physical control, mobility, awareness of space and manipulative control. In addition children will learn about health and self care.
- **Communication and Language** -This area encourages developing competence in a child's listening and attention, understanding, and speaking.

The four Specific areas are;

- **Literacy** - This area encompasses comprehension, word reading and writing.
- **Mathematics** This area encompasses number and numerical patterns.
- **Understanding of the World** - This area focuses on the child's developing knowledge and understanding of their own environment, other people and features of the natural and manmade world. It forms the foundation for later work in Science, Design and Technology, History, Geography and ICT.
- **Expressive Arts and Design.** This area focuses on the development of the child's imagination and their ability to communicate and express ideas and feeling in creative ways. It incorporates art, design, music, dance and role play. Creativity is fundamental to successful learning.

All seven areas are incorporated into the outdoor curriculum.

In addition to the areas of learning in planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. These characteristics of effective learning are:

- **Playing and exploring** – children investigate and experience things, and 'have a go'
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, develop strategies for doing things

The unique child reaches out to relate to people and things through the characteristics of effective learning, which move through all areas of learning:-

The foundation stage curriculum prepares children for learning in Key Stage 1 and is consistent with the national curriculum.

Planning, Teaching and Learning

Structured activities are inbuilt into our curriculum and are an important part of its content. Learning objectives and experiences attained through play are planned so that they link to cross-curricular themes and topics and enhance the teaching and learning in all curriculum areas.

We provide a balance of adult guided and self-initiated experiences to facilitate learning, allowing our children scope to access materials and take responsibility for setting up and maintaining their play areas. Through the nature of the materials and resources provided, children's play can be structured appropriately for their learning needs.

Provision is made for play to be developed in our curriculum through specific learning areas that incorporate the following

- Sand play
- Water play
- Role play – a variety of settings, enhancement materials and miniature world activities
- Construction – both box craft and commercial construction kits
- Creative: painting/drawing and collage
- Expressive arts – through dance, movement and drama
- Outdoor play
- Music – exploring a variety of sounds and patterns
- Investigation area
- Mark making
- Reading
- Small world/Story telling
- Maths
- Fine Motor Development (Funky Fingers)
- PSED
- RE
- Woodland

The teacher/adult role in the provision of play is to stimulate, encourage and challenge the child to extend their learning into new areas. This is achieved through the provision of appropriate resources and interacting in the child's play through:-

- **Modelling** – taking a part in the play, acting out a role etc. So extending the sequence of the play and modelling language and behaviour.
- **Guidance** – working alongside the children and making comments and suggestions to extend the activity and learning
- **Observation** – At time standing back to allow play to be free and child initiated

Assessment

- We will fully inform parents of their child's progress and achievements through everyday conversations, online learning journey (Tapestry), settling in meetings, formal parents meeting in the Spring Term and a detailed end-of year report.

Learning Environment in the Foundation Stage

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the indoor and outdoor areas throughout the school day. The learning environment is organised to reflect the seven areas of learning. Children are encouraged to become independent learners and to take responsibility for initiating their own lines of enquiry and investigation.

Play underpins the delivery of all of the EYFS. 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 control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Inclusion in the Foundation Stage

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our policies on school inclusion, behaviour and pastoral care).

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. 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 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 whose ability and understanding are in advance of their language and communication skills.
- Monitoring children’s progress and taking action to provide support as necessary. This may involve accessing advice from outside agencies if needed.

Staffing and Organisation

Early Years consists of a Reception Unit

Your child’s teacher is their designated keyworker supported by a TA in the EYFS unit.

At least 1 member of staff in the EYFS unit is paediatric first aid trained. All staff undertake basic first aid training.

All staff attend in house training and teachers regularly attend cluster meetings to share good practice and moderate assessments.

The Role of Parents

We believe that an effective partnership between parents and teachers (and other staff) has a significant effect on children's achievement. The partnership should be developed at the earliest opportunity to enable knowledge and information to be shared.

At Walmsley CE Primary school we aim to:-

- Recognise that parents are the first and continuing educators of their children
- Develop a partnership based on shared responsibility, understanding and mutual respect in order to enable children to settle into school with confidence.
- Asking parents to tell us about their child before they start school.
- Make time to talk to parents (at the end of the day or a mutually agreed time)
- The children have the opportunity to spend time with their teacher before starting school.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Inviting parents to a class parents' meeting to support them during the first few weeks of starting school.
- Encourage learning opportunities provided at school to be continued at home (e.g. sharing books, reading) and experiences initiated at home are sometimes used as stimuli for learning at school.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Safeguarding

Refer to the Safeguarding and Child Protection policy

Health and Safety

Refer to the Health and Safety policy

Where necessary additional EYFS risk assessments have also been completed.