

Bonneygrove Primary School Curriculum Guidance



EYFS

INTENT

The established and experienced teaching staff have high expectations for all children in the setting. Our Horizons curriculum is highly responsive to pupil's interests and skills development and is rich and varied to stimulate curiosity. Through the provision we offer in Nursery, children have access to learning opportunities to all areas of development with emphasis on developing skills in the prime areas. This enables the children to be ready to access the Reception curriculum when ready. Building on the skills acquired from Nursery, in Reception we offer all areas of development with emphasis on early reading, early writing and maths skills in preparation for KS1. Our Golden Threads weave through Early Years enriching the children's learning experiences. Children will have access to a learning environment, both inside and outside, that is highly stimulating and enhanced to meet their needs and interests. Our carefully planned induction procedures ensure that children make a smooth and happy transition from their pre-school settings to our school.

"Children get off to a flying start in early years. They are well taught and well cared for." Ofsted 2018.

The Bonneygrove Primary School Early Years Foundation Stage is a safe, secure and highly stimulating place to be a child. Some children enter our school with knowledge and skills typically below for their age. The percentage of pupils attaining or exceeding a Good Level of Development has been line with local and national percentages for the last 3 years with some pupils making accelerated progress from their starting point.

IMPLEMENTATION

"Carefully thought-out learning areas provide plenty of opportunities for children to play, explore, make decisions, discover and use their imagination." Ofsted 2018.

Phonics teaching is a key strength and prepares children well for success in the Year One Phonics check. We focus on phonological awareness using activities from letters and sounds phonics scheme from Nursery to ensure our children have the skills to listen and tune into sounds in preparation for early reading. In Reception we use Little Wandle phonics scheme and reading books are carefully tailored to their ability level to ensure fluency. Book corners are attractive and children are read to daily to develop a love of reading.

Teaching children to write has become a focus more recently. Baseline assessment shows children are beginning with lower starting points in gross motor and fine motor skills. A new physical development plan for writing will ensure all the core skills are covered which will accelerate development to ensure our children the overall strength and stamina for learning letter formation and writing.

Our staff are knowledgeable about the teaching of early mathematics. We ensure that children have sufficient practice to be confident in using and understanding numbers. Our mathematics curriculum provides a strong basis for more complex learning later on. Staff CPD in White Rose and NCETM has enabled us to boost and secure basic number skills.

The needs of disadvantaged children are carefully considered and catered for so that they are able to make good progress. This done through purchasing appropriate resources and training for staff. Staff adapt learning well for children with SEND and regularly liaise with outside agencies to better meet the children's needs. Speech and language is a key area and staff use the Wellcomm and NELI screening programmes to identify children early and use the resources as intervention. Teaching Assistants also confidently deliver speech and language sessions and provide extra support and guidance to SEND children.

Children learn to be emotionally secure and are taught resilience and self-regulation through regular Jigsaw class sessions. Staff are knowledgeable about the Characteristics of Effective learning and devise activities that include some challenge and risk. Children are aware of the learning powers when making decisions about their learning. Children demonstrate independent and safe learning behaviours and are keen to take part because of the clear structures and adult guidance embedded in daily practice. Children understand how to be healthy through circle times, books and adult led activities. A rolling snack table encourages children to be independent by pouring drinks and choosing fruit as well as incorporating good hygiene practices.

Safeguarding procedures are embedded and safety and supervision arrangements are in place both indoors and outdoors. Risk assessments are in place for the school as well as individual children.

Parents are actively engaged in both pupil profiling and supporting children in learning. The introduction of 'Evidence Me', our online learning journal, allows parents to see immediately what their child is learning and respond to the teacher's comments. Parents can also upload pictures and videos of learning at home. This has been an invaluable resource through both lockdowns.

We are also part of Hertfordshire's 'Smooth Transitions' project which enables us to quickly identify children's needs and liaise with feeder settings sooner. It also ensures consistent induction procedures to the rest of the county.

IMPACT

At Bonneygrove Primary School we are proud that our children develop knowledge and skills across the seven areas of learning in an age-appropriate way. They demonstrate positive attitudes to learning through high levels of curiosity, concentration and joy. Children achieve well at the end of Reception year and have the personal, physical and social skills they need to succeed in the next stage of their education.

EYFS Policy Bonneygrove Primary School

Introduction

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year, which in Bonneygrove Primary School, is Buttercup Class, Bluebell Class and Snowdrop Class.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

Aims/Objectives

At Bonneygrove Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

'Every child deserves the best possible start in life and the support that enables them to fulfil 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.'

Statutory Framework of EYFS

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers;
- **Children develop and learn in different ways and at different rates.**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.

- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors.

Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and (sometimes) exceed the Early Learning Goals.

All seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. These three areas are the **prime** areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create medium term plans based on a series of topics each of which offers experiences in all seven areas of learning.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'*.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

Cultural Capital

Cultural Capital in Early Years is entwined in all the areas of Learning and Development that are part of our everyday practice. At Bonneygrove, we aim to provide children with experiences and opportunities to help them progress and achieve success. Each of our minded children are unique and when we plan their next steps we acknowledge their individuality and their interests. During our interactions with children we aim to inspire, energise and help children to experience the 'awe and wonder' of the world. Giving our children learning experiences through all forms of teaching ensures that our children are prepared for future success so that they are 'educated citizens'.

Observations and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and everyone in class is encouraged to contribute.

Observations of children's achievements are collated in their own personal, online 'Evidence Me' Learning Journal. Parents/carers receive a notification when an observation has been added to their child's Learning Journal and they can then view this observation and any related photographs/videos and assessments.

Parents/carers are encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home. Children's 'Next Steps in Learning' are added to most observations so that parents/carers know how to help their children with their learning at home.

These ongoing observations are used to inform the EYFS Profile/Development Matters bands. The children's progress is reviewed continually. Throughout their time in Reception, parents/carers are welcomed in to share their children's learning; both informally through our 'open door' policy and more formally during parent/teacher consultations.

At the end of the year the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1, 2 or 3 against each area of the EYFS curriculum:

- 3 = Exceeding ELG – exceeding the expected level
- 2 = Expected ELG – meeting the expected level
- 1 = Emerging ELG – not yet meeting the expected level

Teachers are moderated on a three year cycle by Hertfordshire County Council.

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

Safety including safeguarding and welfare requirements

The safety and welfare of our children is paramount at Bonneygrove Primary School. We have robust policies and procedures in place to ensure their safety.

In Nursery and Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Evidence Me observations and assessment purposes) and children must be appropriately dressed in photographs.

Bonneygrove Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

We ensure at least one member of the EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Bonneygrove Primary School. Backing up this policy is a dedicated safeguarding team which includes three Designated Safeguarding Leads. Staff have access to the 'CPOMS' safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

Equality of Opportunity

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.

We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. We have a designated full time Inclusion Leader in school who supports us with any additional needs a child may have.

The Role of Parents/Carers

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding information sessions before the children start school;
- Talking to them about their child's interests and needs during our introductory sessions in school and at our home visits carried out each September;
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;

- Inviting them to a parent consultation in the Autumn and Spring Terms to discuss how their child has settled and share progress and next steps for learning;
- Valuing parents' contributions to learning journeys;
- Inviting parents into school weekly for our 'Book Bonanzas'
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Providing curriculum planning overviews for each topic, each term, highlighting how they can support their child at home;
- Inviting parents into school for parent workshops including phonics and maths;
- Providing parents with an end of year summary report detailing achievements and their child's EYFS profile;
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

Transitions

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend introductory sessions with their parents/carers to develop familiarity with the settings and practitioners. Our EYFS staff also visit the local nurseries and preschools in return, to familiarise themselves with the children.

Parents/carers are encouraged to take up the offer of a home visit (by the Nursery and Reception class teachers and TAs) or have the option to instead meet with EYFS staff in school. This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have.

At the end of the EYFS, our Nursery/Reception teacher meets with the Reception/Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data and writing books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Reception/Year 1 classrooms OR with the Reception/Year 1 teachers to ensure that they are familiar and comfortable with their new teacher and are 'next year ready'.

Monitoring of the EYFS

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Headteacher, SLT and EYFS team as appropriate and any necessary actions are taken.

All adults in the EYFS team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.

Appendices:

- Home visit/Starting School questionnaire
- Transition/Induction plan into Bonneygrove Primary School
- Link to the 'Statutory Framework for Early Years Foundation Stage':
[file:///wpsdc01/Staff%20Folders\\$/vicki.devilliers/Desktop/EYFS_STATUTORY_FRAMEWORK_2017.pdf](file:///wpsdc01/Staff%20Folders$/vicki.devilliers/Desktop/EYFS_STATUTORY_FRAMEWORK_2017.pdf)
- Link to Development Matters:
[file:///wpsdc01/Staff%20Folders\\$/vicki.devilliers/Desktop/EYFS%20Documents/Development-Matters.pdf](file:///wpsdc01/Staff%20Folders$/vicki.devilliers/Desktop/EYFS%20Documents/Development-Matters.pdf)
- Link to Early Years Foundation Stage Profile:
[file:///wpsdc01/Staff%20Folders\\$/vicki.devilliers/Desktop/EYFS%20Documents/EYFSP_Handbook_2019.pdf](file:///wpsdc01/Staff%20Folders$/vicki.devilliers/Desktop/EYFS%20Documents/EYFSP_Handbook_2019.pdf)