



SILCOATES

Independent education for boys and girls aged 3-18

Curriculum Policy (EYFS)

Aims

To meet children's interests and individual needs enabling them to fulfil their learning potential, through positive enjoyable opportunities and experiences.

To provide a safe learning environment where each child is treated equally regardless of sex, race, disability, religion or belief.

To promote spiritual, moral, cultural, mental and physical development providing opportunities to develop a sense of self, ownership and independence as a unique learner.

To provide a rich and stimulating environment building the early foundations for young children to learn skills through exploration, mastery and depth.

To enable children to be kind, caring individuals; fostering positive relationships with other children and adults

EYFS Curriculum (indoor and outdoor) elements of play and CEL

The Early Years framework is the Early Years Foundation stage (EYFS) which is the foundations for young children's early learning. At Silcoates School, children in Pre-School and the Reception classes access all areas of learning and key skills to enable children to work towards the Early Learning Goals. The curriculum is shaped around the needs of the children to support them to make good progress through positive outcomes, appropriate challenge and a wide range of learning opportunities and experiences. We use the EYFS framework to set the standards for the Early Years curriculum.

From September 2020, Pre-School and Reception will adopt the new EYFS framework using the new Development Matters document and the Early Learning Goals.

In the framework there are 7 main areas of learning to focus on:

Prime Areas

Personal, Social and Emotional Development
Communication and Language
Physical development

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Underpinning these areas of learning are the Characteristics of Effective Learning which is how children learn:

- **Playing and Exploring**- engagement in the environment and towards others
- **Active Learning**- motivation and involvement in their learning
- **Creating and Thinking Critically**- thinking logically including ideas, making things and ways of doing things

The characteristics of learning are particularly important as these are the different stages in which children learn.

Structure

The EYFS unit is structured in two separate buildings: Pre-School and Reception.

The Early Years Foundation Stage curriculum provides the key foundations of children's early learning. We promote high standards through teaching and learning, aiming to inspire and encourage all children to strive to do their best.

Teaching and learning is implemented through planned and spontaneous teaching seen in large groups, small groups and one to one; through a balance of structured and provision based activities. Play is seen as an important concept of how children learn best, providing tactile and stimulating learning opportunities where children can engage, explore and be creative, whilst grasping knowledge to develop their understanding. A balance of child initiated and adult led activities provide the children with new knowledge which they can use and practise within provision. These experiences enable each child to consolidate learning in depth mastering key skills from Pre-School into Reception. The resources which the children access aim to provide real opportunities making links to previous experiences and open ended opportunities.

Our Learning Environment

In Pre-School, the classroom is an open space enabling all children to freely access the provision indoors. In Reception, each class has their own classroom with indoor provision areas, accessing a shared messy room. In addition to formal teaching opportunities, elements of continuous provision are embedded within the Reception classes, demonstrating progress and consistency of teaching and learning provided in the Early Years.

Outdoor Learning

In Pre-School and Reception, the children have many opportunities to develop their outdoor learning experiences using the school grounds, the woodland area and the outdoor area in Pre-School and Reception. The children's learning experiences are broadened by using the natural environment as a learning tool and resources and equipment which children can use to develop their learning and play.

Outdoor Learning is promoted throughout the EYFS unit to promote curiosity, awe and wonder in the natural learning environment. We promote the importance of children taking safe risks through open ended opportunities. Where possible, access to the outdoors is encouraged and modelled to the children in order for them to experience and connect with the seasons and weathers throughout the academic year.

EYFS Staff Meetings

These take place on a regular basis and allow for discussions to take place regarding planning, observations, developmental progress and next steps about all children in the EYFS. These meetings enable all staff to understand and support the development of children's learning and progress.

Key Person

The key person role in the EYFS is a legal requirement identified in the EYFS statutory document.

The key person system is used in Pre-School and Reception identifying the class teacher as the key person for all children and is the main point of contact for parents. However, all staff in Pre-School and Reception are given responsibilities to work with different groups of children with support and direction from the class teacher. Each member of staff is supported by the class teacher to ensure high quality pastoral care for all children, promoting good progress and positive outcomes for learning. A key person is important to ensure that each individual child is happy, settled and confident; supporting their emotional development, to foster positive relationships with other children and adults.

At Silcoates we promote the importance of a key person, however, we see the benefit of a child developing relationships with all staff in Pre-School, Reception and wider staffing in Junior School.

Each member of staff contributes to the team offering different skills, ideas and perspectives which create the Early Years Team. All classroom coordinators are responsible for completing observations spontaneously and also planned through the direction of the class teacher. The class teacher is responsible for all formal assessment, monitoring and tracking developmental progress. Class teachers are responsible in meeting with parents via consultations; progress meetings and parents' evenings, and completing reports at the end of the academic year.

Tapestry

The Early Years Foundation Stage curriculum is underpinned throughout a child's online learning journey through observations, assessments and planning. Tapestry is an electronic learning journey which is how a child's learning is recorded. Observations are recorded through planned and spontaneous activities providing a journey of your child's learning and developmental journey in Early Years. The learning journey continues when a child moves into the Reception class, continuing to capture and create memories of their learning.

Supporting Transitions in Pre-School and Reception

Normally new children starting Pre-School have many opportunities to become more familiar with the setting through an accompanied visit, a short visit and then a long visit where they stay for lunch. During COVID-19 this has had to be modified to take into account the Government guidelines.

Children in Lower Pre-School, Upper Pre-School and Reception are offered taster days or sessions and also are invited to the move up day for the next academic year.

The Pre-School and Reception Teachers work with the admissions team to ensure that children's transitions are as smooth as possible.

Assessments and Reporting (observations, assessment and planning)

Observations are recorded through planned and spontaneous opportunities recording stages of learning. These are mostly recorded on an online system that enables practitioners to link children's learning to a range of assessment tools including the EYFS, Characteristics of Effective Learning and Every Child a Talker. Alternative assessment tools provide opportunities to scrutinise and internally moderate observations that have been recorded by practitioners.

There are three stages of planning including:

Short term- daily and weekly plans, enables flexibility and opportunities for spontaneous learning.

Medium term- makes links to areas of learning and provision, can involve ideas for planning over a half termly/termly basis.

Long term- overview of topics and themes that are planned for, throughout the academic year.

Children are assessed through formative and summative assessments. Formative assessments are observations recorded by the practitioners within the setting and parents, linked to the areas of learning outlined in the EYFS.

Activities and Whole School Activities

Children in Early Years have a range of opportunities to take part in co-curricular activities. Some of these include:

- Swimming
- Physical education lessons
- Singing/Music
- Celebration Assemblies (Reception)
- After school clubs
- Yoga - yoga has been identified as a supporting resource for young children to develop many physical skills

SEND Code of Practice and Inclusion

Children's individual needs are supported as appropriate to ensure that they are included in all learning opportunities promoting inclusivity, the importance of differentiation and supporting individuals. An example is introducing 'Makaton' to the whole group of children so they can learn other methods of communication. Children learn about other cultures, religions and celebrations initially through the 'Magical Me' and 'Celebrations and Festivals' topic at the beginning of the academic year.

These topics underpin other elements of learning and play in provision and teaching including activities, props and resources reflecting the cohort of current and the society which the children live in.

Staff Developments

Early Years is continuously changing, so as part of good practice practitioners are always continuing their professional development. It is the responsibility of all staff to reflect on their own practice and work as part of a supportive team by working together.

Practitioners across Early Years are encouraged and supported to keep up to date with any changes to the curriculum or statutory requirements.

Where possible, fortnightly staff meetings aim to support, develop and strengthen staff knowledge and understanding in Early Years

Reflection is used to identify strengths and areas of improvement in practice.

Home Learning

In the weekly EYFS letter for Pre-School and Reception, there are suggestions highlighted with ideas of what parents can do to support their child at home. Each class is identified as a mini beast for example, LPS Caterpillars, UPS Butterfly, Reception EJ Ladybirds and Reception FH Bees. Parents can find their child's class information using the system whilst still having an overview of the learning within the EYFS.

Home learning can be based on topic, numbers, phonics, interest or a specific key skill. Practitioners work with parents and families to develop strong parent

partnerships, to work together promoting positive relationships and home links. In addition to this, parents can access the Pre-School blog which shares information with parents including all correspondence including newsletters, letters and home learning resources.

The curriculum is continually monitored by the Early Years Team with the Head of Junior School, to ensure it meets the highest standards of education.

Reviewed by:	Miss Waller – Head of EYFS Mrs Moss – Head of Junior School		
Date of last review:	September 2020	Date of next review:	June 2021