EYFS Curriculum Policy

All Saints' Church of England Primary School

Loving to Learn; Learning to Love

Early Years Foundation Stage (EYFS) Curriculum Statement

At All Saints' we are passionate about preparing our children by equipping them with life-long, transferrable skills and knowledge. We aim to offer an inclusive and ambitious curriculum which aims to take our children beyond expectation, and provide a range of opportunities to participate and excel. All children have a right to a broad, balanced and relevant education, which provides excitement, challenge, continuity and progression and considers individual differences. We aim to provide a curriculum that is appropriate to the needs and abilities of all our children.

Our definition of the curriculum is that all the activities we plan, organise and deliver are to facilitate the development of our pupils, their learning, their personal growth and an understanding of British values. Whilst our curriculum includes the formal requirements of the EYFS, it also aims to provide a range of experiences to enhance and enrich learning and development of all. We endeavour to provide children with inspirational learning opportunities, which allow them to be challenged and stimulated at all levels and build skills and knowledge for life.

Play is at the heart of our reception classrooms as we know it is essential for children's development. It is an important vehicle for children's social emotional and cognitive growth. Children make progress in the curriculum when they are given opportunities to practise new skills within the provision and they experience challenge just beyond their level of mastery.

The curriculum also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach the children how to grow into positive, caring responsible people, who can work and co-operate with others, whilst developing knowledge and skills, so that they can achieve their highest level of personal achievement. Our EYFS curriculum encourages children to build up their resilience and develop their independent skills through our 'Silver Threads' that run through our learning daily.

Aims

Our aim is to achieve the above through a curriculum which:

- Establishes a **mutually supportive** partnership in which parents, carers, governors and staff share responsibility for the education of our children;
- Puts conversation and **vocabulary** at the heart;
- Ensures that **knowledge** is cumulative over the course of the year;
- Promotes **acceptance** and **respect** for a diversity of cultures, values, beliefs and abilities through our strong Christian values;
- Creates a caring community of learners where every child feels **safe** and **valued**;
- Ensures that all children have appropriate and equal **access** to the curriculum;
- Instils a love of learning through rich and varied **experiences** which will continue throughout life;
- Develops **enquiring** minds;
- Builds **skill** progression across all 17 areas and children respect each area in its own right;
- To develop children's independent skills in their actions and thinking.
- To develop children to their **fullest potential** in order to be responsible members of society
- Ensures all individuals **flourish** and experience fullness of life.

Our school mission statement ***'Loving to learn, learning to love'*** reflects these aims and our biblical verse John 13:34 ***"A new command I give you: Love one another. As I have loved you, so you must love one another."*** supports our ethos.

EYFS Framework Requirements

Foundation Stage (Reception - Ages 4-5)

We have adopted the new Early Years Foundation Stage (EYFS) Framework, which sets the standards to make sure that children aged from birth to 5 learn and develop well and are kept healthy and safe. The revised framework comprises of:

three prime areas

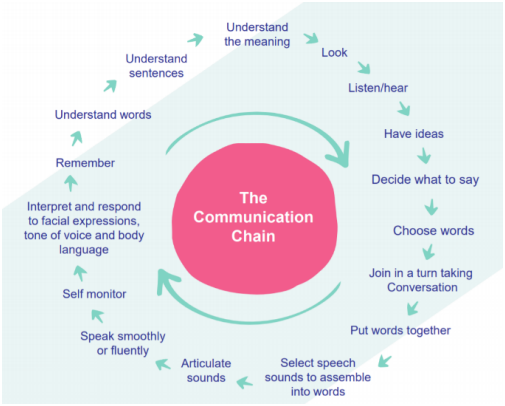
- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

and four specific areas

- Literacy
- Mathematics
- Understanding The World
- Express Art and Design

Prime Areas

Communication and Language



Communication and language is taught and embedded by our EYFS team every day. The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. In the reception classes at All Saints' we ensure children have the space and time to develop their conversations within their play. Children are encouraged in small groups to progress with their sentence structure and questioning throughout the year. This leads to deep, meaningful and endless conversations throughout their first year at school.

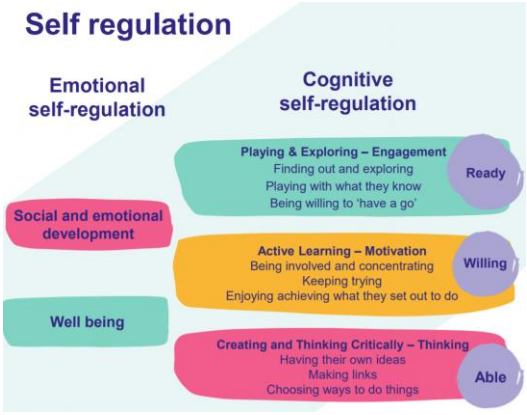
A further crucial element that we commit to developing is **word consciousness** so that every child and in our classrooms fosters a curiosity and interest in words that sparks deep, rich learning. We promote explicit vocabulary development following a three-tiered hierarchy for words.

- Tier 1 - basic words of everyday talk
- Tier 2 - the valuable words across the curriculum that are not typical of everyday talk
- Tier 3 - subject-specific words.

We appreciate that Tier 2 words are the key to cracking the academic code, and we must ensure that our instruction pays attention to this.

Personal, Social and Emotional Development

Personal, Social and Emotional development (PSED) is taught through daily experiences with their peers. Children's (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform which children can achieve throughout their years at All Saints'. We also teach PSHCE using bespoke planning based on the Cambridgeshire Scheme of



		Work and following Government PSHE education guidance. The Relationships and Sex Education (RSE) is taught in an age-appropriate and faith-sensitive way.
	Physical Development	At All Saints' we create opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness. Fine motor activities are placed within the provision to ensure that their control and precision develops with hand-eye co-ordination ensuring they are ready for formal methods of mark making.
Specific Areas	**Literacy**	Literacy is taught by our class teachers. Reading consists of two dimensions: language comprehension and word reading. Word reading is taught and delivered through the Read Write Inc scheme of work. Writing involves articulating ideas and structuring them in speech, followed by using their phonic skills to write words and sentences.
	Mathematics	Mathematics is taught by our class teachers. The new EYFS curriculum develops a strong grounding in number so that all children develop the necessary building blocks to excel mathematically throughout their school years. Children are taught to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Teachers provide frequent and varied opportunities to build and apply this understanding. We build up an ethos in maths where children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
	Understanding the World	Understanding the world (UW) involves guiding children making sense of their physical world and their community. We focus on past and present, people culture and communities and the natural world. RE is taught by our class teachers, following the Peterborough Agreed Syllabus (2019). The children also have a designated forest school area where they can deepen their understanding of the natural world around them.
	Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. Therefore, the children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials within the high quality provision in the classroom.

Loving to learn….

In reception we teach the children through a range of adult led and play based activities. The children have access to hands on resources that spark conversation. We ensure that children's interests are part of our everyday practice. We believe that knowledge and skills are intertwined and mutually beneficial, and therefore our curriculum must value and find a balance between both.

We have adopted parts of the new curriculum this year and will continue to develop it. Over the next two years we will continue to ensure that knowledge, skills and vocabulary are in place for each area so that they are embedded and enhanced throughout the year. These documents will be invaluable for teachers when they create daily lesson plans. Early Years teachers plan together to ensure continuity. Planning focuses on the needs of groups of pupils or individual pupils. Those needing additional support are well catered for, having meaningful scaffolding within class, small group sessions, or targeted one to one support with learning support assistants, or Special Needs coordinators; who guide activities and advise staff in the provision of meaningful learning opportunities.

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We recognise that Intent, Implementation and Impact are useful lenses for curriculum thinking and shaping our view of the EYFS as a whole.

	Curriculum Development Lead Professionals	Curriculum Leaders
Intent	**To what extent has the school made the objectives of the curriculum clear?** *The School has devised plans for EYFS across the 17 areas of learning which collates and maps out the ELGs.* *CPD and staff training ensures that all EYFS staff are aware of the aims and objectives of our curriculum, and consequently how progress and attainment are measured.*	**To what extent does the objective of the teacher align to the school's objectives?** *We have monitoring systems in place to ensure that all content is taught and to the highest of standards.* *EYFS Leaders create action plans and conduct monitoring regularly.* *Our planning overviews ensure that teachers know what needs to be taught and when. The new EYFS curriculum helps teachers to ensure breadth, depth and challenge are taught in each area.*
Implementation	**How effectively are the objectives of the school translated into processes and policies?** *We have created this EYFS policy to detail our vision and ambition to the school community.* *Our curriculum is the foundation of our school and underpins everything that we do. EYFS leaders and teachers meet with SLT to ensure that processes and policy reflect our aims and intent.*	**What is the potential impact of the school's objectives on its pupils?** *Our pupils embrace the school's Christian values and experience a curriculum that serves to equip them with life-long knowledge and transferable skills to become well-rounded member of society.* *Where appropriate, the curriculum links to our locality, and offers experiences that will develop our pupils' cultural capital e.g. visit religious buildings, theatre, farms etc.*
Impact	**How likely is it that the teaching methods used will deliver the teacher's objectives?** *We invest in mentoring and providing timely CPD. There is a culture of sharing expertise across the staff in EYFS. All staff have access to training that draws upon the latest research and thinking from key educationalists.* *Our leaders embrace a shared commitment to leading by example and provide structures to develop our teaching and learning strategies.*	**What is the potential impact of this course of study on the pupils?** *Our leaders monitor planning and cross-reference this with the learning outcomes seen in observations of children and their work, data and the quality of teaching.* *Teachers plan as a team to create learning opportunities and aim to provide a wealth of 'enrichment' experiences to complement our curriculum*

Strategies and Approaches

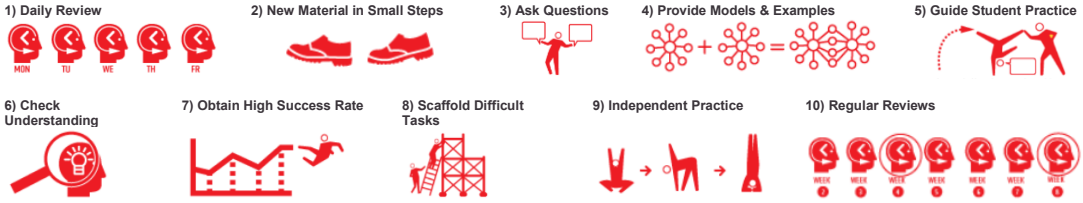
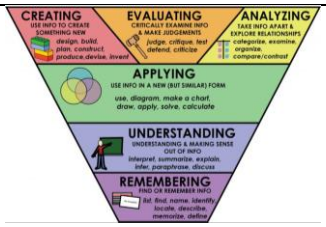
At All Saints', we believe in a methodology that will move our learners from shallow to profound learning.

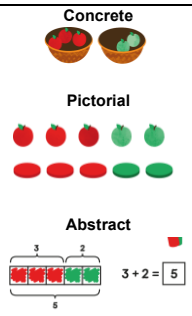
Experience	→	Play	→	Use	→	Develop	→	Connect
The approach requires that our children need to have real and purposeful experiences in order to become engage with a concept.		From this, the children then need to have the opportunity to play within the concept including retrieval practice and short burst games and activities to support fluency and confidence.		The learning then progresses to using the learning and in context.		We then aim to develop the learning so that our children can explain and 'teach' their learning to another as evidence of internalizing and embedding the concept.		Finally, we endeavor to connect the learning to previous knowledge and skills.

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Effective Instruction	**Rosenshine's Principles Of Effective Instruction** Barak Rosenhine explored teacher instruction, and identified the approaches and strategies that were features of the most successful teachers' practice, based on direct observation of master teachers and research into cognitive science, supports and scaffolds. 
EYFS Learning Strategies	Within the Early Years Curriculum as guided by the statutory guidance we have a balance between adult led, child initiated and outdoor learning within our everyday practice. **Outdoor Learning** Outdoor learning complements indoor learning and is equally important. Play and learning that flow seamlessly between indoors and outdoors enable children to make the most of the resources and materials available to them and develop their ideas without unnecessary interruption. At All Saints' our outdoor learning encompasses all that children do, see, hear or feel in the outdoor space. This includes the experiences that practitioners create and plan for, the spontaneous activities that children initiate, and the naturally occurring cyclical opportunities linked to the seasons, weather and nature. **Adult Led Learning** Adult Led Learning involves children being taught new skills, knowledge and vocabulary to ensure they can develop and make progress within their independent learning. They are given opportunities to put these into practise within the provision. **Child Initiated Learning** Child-initiated learning involves children making decisions about what they want to do, where, with whom, and what resources they will need. They need time to play, to explore and experiment with their ideas and knowledge. During this time, children have support from adults in a variety of ways to scaffold, extend and model learning. During and after their play, children are encouraged to talk about what they have done, whether they have discovered something new or improved upon a skill.
Effective Questioning Technique	**Bloom's Revised Taxonomy** Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains. 
Characteristics Of Effective Learning	**Characteristics of Effective Learning (COEL)** advocate that in planning and guiding children's activities, practitioners reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. The focus of the COEL is on how children learn rather than what they learn. Three characteristics of effective teaching and learning identified by the EYFS are: 

Singaporean Maths Mastery		**Dr Yeap Ban Har's Maths – No Problem** Singapore has become a "laboratory of maths teaching" by incorporating established international research into a highly effective teaching approach. When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures. This evidence based and inclusive approach uses concrete, pictorial and abstract representations for children that develops a deep and sustainable understanding of maths in pupils. The approach differentiates through depth rather than acceleration, where the whole class move through content at roughly the same pace allowing children time to think deeply about the maths and build self-confidence in all learners.

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….Learning to love

All of our values are celebrated and developed through a shared language and behaviour modelled by all staff. We praise the efforts of those demonstrating these values. Our Christian Values are displayed around school and are explicitly modelled within our collective worship and link to the British Values.

British Values:

At All Saints' Primary School, we promote the basic British Values to ensure children become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain.

- **The Rule of Law**, which is the *need for rules to make a happy, safe and secure environment to live and work*
- **Democracy**, which is a *culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.*
- **Individual Liberty**, which is the protection *of your rights and the rights of others you work with.*
- **Mutual Respect** and **Tolerance**, which is the understanding *that we all do not share the same beliefs and values. But should respect the values, ideas and beliefs of others whilst not imposing our own others.*

Our Church School Aim

is for all children to flourish and have fullness of life

Educating for…	Implementation and Impact
Wisdom, knowledge & skills	Actions taken ensure that children respect each other's faiths, feelings and values. Adults model this behaviour. Children are kind and caring to each other. Our school values guide and motivate the children. Children learn about looking after the world and looking after our resources. They think about injustice, poverty, sustainability and unfairness.
Hope And Aspiration	We implement these character developments by addressing disadvantage through allocation of funding, and providing bespoke interventions. We empower children by making literacy and reading a priority and ensure that there is equal access to the curriculum for children of all abilities and needs. There is an emphasis on quality first wave teaching ensure entitlement and curriculum opportunities are available to all children. Children were inspired to open their minds and believe in themselves and understood that it is possible to overcome injustice by taking action. Children are taught how to be a good learner and what to do when facing difficulties. A growth mind-set is embedded in our approach to learning Children have an understanding that we need to make a positive difference to those less fortunate than themselves.
Community and Living Well Together	We have a behaviour policy talks about redemption- and forgiveness. children are taught to say sorry if they have upset someone. We have implemented a faith sensitive approach to teaching RSE, working closely with parents and outside agencies. We have an active approach to supporting children's and staff's mental health, and have appointed a school chaplain to support staff and families. Children's behaviour is typically excellent both in and outside of lessons The language of forgiveness is used when children disagree enabling them to reconcile differences. Children take these responsibilities seriously and take a pride in helping others. Every day children start a fresh and we celebrate and encourage good behaviour by capturing positive behaviour which is displayed in every classroom
Dignity and Respect	We have implemented policies for behaviour and Equality policies are in place and reflect the principles of Valuing all God's Children. All children see staff respecting other people. This in turn helps them to respect everybody.

Our School's values are: love, care, respect, redemption, neighbourliness and acceptance.

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Parent Partnership

Parent partnership is at the heart of the EYFS curriculum. We recognise that parents are the first and most enduring educators and we value the contribution they make. The EYFS framework partnership includes parents, families and practitioners working together to benefit children. At All Saints' we encourage a parent partnership from the start. We ensure this carries on throughout the year and that it is built on positive relationships. We use the tapestry app to ensure we can communicate effectively with parents and share the children's day to day learning. All Parents receive a parent booklet at the beginning of a half term to help support their child at home and answer any underlying questions they may have.

Transition

At All Saints we recognise that all children need support as they transition from a nursery into school. Transition is always about change; particularly adjusting to change. We ensure that children are equipped for this change to the best of our ability. We believe that a key to successful transition is built on good relationships from the start. Part of our transition includes the START program. This is a program that helps both nurseries and parents support the children to 'be ready for school.' All children start school in September on a part time basis to ensure relationships are made and that ALL children have a positive start to their school years at All Saints' primary. Most children start full time at the end of the official part time timetable. However, if parents feel that the child is not ready for full time education then a reduced timetable, that follows local authority guidance, is discussed and agreed in order for the child to build up to full time over a 6-week period. At the end of the 6-week period the school will consult with parents and review their child's timetable.



Reception Baseline Assessment

The reception baseline assessment (RBA) is a short, task-based assessment of your child's early literacy, communication, language and mathematics skills when they begin school. It is statutory for all schools from September 2021. The assessment can take place at any point in the first 6 weeks of your child starting reception. The assessment will form the start of a new measure of how schools are helping their pupils to progress between reception and year 6. Your child does not need to prepare. There is no pass mark or score and your child should not realise they're doing an assessment. Once the RBA is fully established, the intention is to make the key stage 1 national curriculum tests and teacher assessments that children currently take at the end of year 2 non-statutory.

What the assessment involves

During a short one-to-one session with their teacher or teaching assistant, your child will do a number of practical and interactive tasks. Your child can answer questions verbally or by pointing or moving objects. The assessment has been designed to be inclusive and there are modified materials available – this means it is also accessible to children with special educational needs or disability (SEND) or English as an additional language (EAL). The teacher may pause the assessment at any time, for example, if a child needs a break.

What you need to do

You do not need to do anything. Your child is unlikely to even know that they are doing an assessment when they are completing the tasks.

Why the assessment is being introduced

The assessment provides a better starting point to measure the progress a school makes with their pupils throughout their whole time at primary school, between reception and year 6. Parents will be able to see how well the school is supporting its pupils. It will also help teachers get to know their new class when they start school.

How the data will be used

Children will not 'pass' or 'fail' the assessment; it will provide a snapshot of where they are when they start school in the reception year. The results of the assessment will not be used by government to track or label individual pupils, or to judge the performance of early years' settings. The data from the assessment will only be used at school level to measure the progress of the year group from reception to year 6. The data from the assessment, including numerical scores, will not be shared with parents, pupils, teachers, or external bodies, including schools. There will be no published score. The RBA privacy notices explain what personal data is collected and how this is processed, including your child's data

What will be reported to you

Teachers will receive narrative statements on how your child did, which will tell them how your child performed in the assessment. Schools are not obliged to report the narrative statements to you as a matter of course. Schools are not obliged to report the narrative statements to you as a matter of course. However, schools must share the narrative statements with you upon your request

Assessment

At All Saints primary we ensure all children are assessed throughout the year. The children have a formal phonic assessment half termly. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation. Many of these observations are recorded on Tapestry. Each child's level of development is assessed against the 17 early learning goals at the end of the year. Teachers will indicate whether children are meeting expected levels of development for each area, or if they are not yet reaching expected levels ('emerging').

Monitoring & Review

Responsibility for EYFS Provision

Headteacher and Governing Body
Deputy Head Teacher/ Assistant Headteacher/ EYFS Lead
Teachers
Teaching Assistants

The monitoring precedures and robust and cyclic. The AHT is responsible for reporting to the HT and school's Governing Body termly on the curriculum and ensuring that the SDP is being implemented and actioned. These reports are influenced by the work conducted by the senior curriculum team leaders on a half-termly basis. The EYFS Leader reports to the Assistant Headteacher and work together to generate to identify any next steps or actions. The EYFS curriculum is driven by a team with a shared vision and ethos for excellence.

This policy will be revised on an annual basis by the senior leadership team; curriculum leaders and governing body.