

# Coppermill Primary School



## EYFS Policy

Ratified by the Curriculum and Achievement Committee on:

21 January 2015

To be reviewed: Every two years

Next review: Spring 2017

Note: Within this document, the term Early Years Foundation Stage is used to describe children who are in our Nursery and Reception classes.

### **Aims**

At Coppermill 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 stimulating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

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 and/or carers
- **Children develop and learn in different ways and at different rates**

### **Principles into practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

### **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 exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

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. 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. The **specific** areas are:

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. As a team, we plan a series of topics each of which offers experiences in all seven areas.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Coppermill and grow in confidence and ability within the three prime areas.

The curriculum is delivered using a play-based approach. Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds' and 'Read Write Inc;' as well as teaching aspects of Mathematics and Literacy, including shared reading and writing.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned and sometimes lead by the adults. During children's play, early years practitioners interact to stretch and challenge children further. We create a stimulating environment to encourage children to free-flow between inside and out, as the outdoors is seen as an additional classroom where all areas of the curriculum should also be evident.

### **Observation 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 collate children's achievements in their own personal Learning Journals (using quotes, photographs, and children's work) and record their progress and attainment on their profiles against the Areas of Learning each term. At the end of the Summer term, we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning.

### **Inclusion**

We value all our children as individuals at Coppermill, 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 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 and outside agencies.

### **Parents as Partners and the Wider context**

We strive to create and maintain partnership with parents and 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. Parents and carer are encouraged to take part in challenges on display each morning and make contributions to their child's learning journal. We 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.

### **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. Staff begin this process with a home visit to discuss the child's needs and interests, then children attend introductory sessions to Nursery and Reception to develop familiarity with the setting and practitioners. Children's entry into EYFS is staggered to allow for children's needs in the transitioning process.

In the Summer term of Reception children begin to practise the Year 1 lesson format to aid their transition. The Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1.