



Springfield Early Years Foundation Stage Curriculum Policy

Rationale

This policy is a statement of the aims and objectives and how it looks for teaching and learning at Springfield School. It is essential that the learning experiences offered to the pupils is of the highest standard in order to meet the requirements of the current Early Years Foundation Stage Framework (September 2021).

The EYFS statutory framework sets the standards that schools and early years providers must meet to ensure that children are taught and develop well, and are kept healthy and safe in all early years settings from birth to 5.

This policy aims to ensure that the curriculum offered by Springfield School is broad, balanced and relevant to the individual needs of our school population.

INTENT

Aims & Objectives:

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. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS '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.'

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**

- To provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- To promote equality of opportunity and anti-discriminatory practice. We provide highly personalised opportunities for all children, identifying where interventions are appropriate as an ongoing part of our planning, teach and assessment cycle.
- To work in partnership with parents and within the wider context
- To plan challenging learning experiences, based on the individual child, informed by observation and assessment
- To provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- To have a key person approach to develop close relationships with individual children
- To provide a secure and safe learning environment indoors and out

IMPLEMENTATION

Curriculum Planning and Organisation:

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 work towards 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.

In the Early Years, we write medium term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. We also follow the children's interests

where appropriate. These plans are reviewed by the Headteacher. Please see our plans for more details. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

At Springfield practitioners 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 (and into Key Stage One) and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'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 that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

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

IMPACT

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. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own work books, which are shared with parents throughout the year. In the Autumn and Spring term, parents are invited to attend a parents evening and reports are written annually, with an invite to discuss the report in person.

Within the final term of Reception, 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.

Termly assessment and reporting is completed on our Springfield Progression Assessment tool which shows progress from birth. The Early Years section of this assessment system is based around guidance from development matters.

- Children are monitored on a regular basis to check progress.
- At Springfield School assessment is an integral part of the teaching process.
- Assessment is used to inform planning and to facilitate differentiation.
- The assessment of children's work / progress is on-going to ensure that understanding is being achieved and that progress is being made.

- Individual targets are put into place on a termly basis for those children that have not made the expected progress in an area of learning.

Monitoring and Review:

The SLT and EYFS lead in the Academy take the responsibility for the monitoring of Early Years and the standards achieved by pupils.

Delivery of EYFS will be reviewed and monitored through

- Lesson observations
- Book scans
- Data analysis - Using Springfield Progression Assessment Tool
- Discussion with pupils and class staff team
- Learning Walks
- Moderation of work.

The EYFS leader's role is to empower colleagues to teach consistently to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example / modelling lessons or styles of teaching
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary equipment and maintaining it to a high standard.
- Responsible for setting up annual development plans for EYFS and ensuring those targets are actioned during the year and recording the progress and success of development.
- Reporting to governors.

Policy produced: October 2022	Policy agreed:
Signed:	Chair of Teaching, Learning & Outcomes Committee
Signed: <i>[Signature]</i>	Acting Headteacher(s)
Review date:	(2 years)

[Signature] Chair