



**Cromford C of E Primary School**  
**Name of Policy: Early Years**  
**Policy Number: 90**

This policy has been reviewed July 2016 and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.

Approved:	6 <sup>th</sup> December 2018, 10.5
Next date for review/approval:	Autumn 19
Chair of Governors:	Gill Donaldson

Equal opportunities lie at the heart of all that we do at our school. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'.

### **Aims of the Early Years Foundation Stage Curriculum**

1. To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
2. To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.
3. To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
4. To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum.
5. To provide a curriculum that provides equal learning and development opportunities for all the children.
6. To create a partnership with parents to support and enhance the development of the children.

### **The Curriculum**

In the Early Years Foundation Stage (EYFS) class at our school we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The **prime** areas are;

- **Communication and Language** - Listening and Attention, Understanding and Speaking
- **Physical Development** - Moving and Handling and Self-care.
- **Personal, Social and Emotional Development** - Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness.

The **specific** areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

- **Literacy** - Reading and Writing
- **Mathematics** - Numbers and Space, Shape and Measures

- **Understanding the World** - People and communities, The world and Technology
- **Expressive Arts and Design** - Exploring and using media and materials and Being Imaginative.

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum.

Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

## **Play Policy**

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the seven areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

## **Swimming**

At Cromford school, we value the importance of swimming as an essential life-skill; therefore, children attend weekly swimming lessons at Wirksworth Teaching Pool. This is free to parents/carers as it is funded from the Sports Premium Funding received by the school.

## **Planning, recording and assessment**

Topics are planned on a 2-year cycle, so that children will experience activities within each topic as they progress through the EYFS. Topic planning takes place on a half-termly basis. The medium term planning sheets identify each of the areas of learning in the Statutory Framework for the Early Years Foundation Stage. This ensures that all curriculum areas are covered whenever a topic or activity is planned. Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. In addition, children experience

aspects of the Primary National Strategy throughout the day e.g. mental and oral work, guided reading, shared reading and writing, as well as phonics, using the letters and sounds materials as appropriate.

## **Assessment**

A baseline assessment is completed using the Early Years Foundation Stage Profile. As part of everyday practice we build our knowledge of each child through observations, interactions and every day activities. Teachers then use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria. This is evidenced on 'Tapestry', which includes the Leuven Scales of Well-being and Involvement and is shared with parents/carers.

Schools assessments are complete and submitted to the Local Authority annually. This data also supports tracking and monitoring progress alongside I-Track.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and regular discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made on the class and individuals record sheets. Children are assessed during adult focused activities against the objective for that activity. A note is made of those children achieving above or below the objective. These are updated on a regular basis to monitor progress and inform planning. Samples of the children's work are kept in the child's personal file or book as appropriate as well as on Tapestry. Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. IEPs are written for children with additional SEN and reviewed at least termly and include input from the class teacher, parents, SSEN and SENCo. EYFS Small Steps Profile devised by Derbyshire is used to assess children with additional special needs. Parents' evenings are held three times a year. Parents' evenings are an opportunity for parents to discuss their child's progress. Parents can contact the staff at any time. Final EYFS assessments are submitted to the Local Authority in June.

## **Transition**

At Cromford Church of England school we offer a 'Rising 5s' session every Friday afternoon after Easter, this is for pupils that are due to start school in September. In addition to this, we also invite and arrange termly visits for all children from playgroup to attend a whole morning session at school.

## **Progression**

There are clear expectations for progression through Foundation Stage and Key Stage 1. Both Key Stages work together within one class. The Year 2 class works for longer periods on more formal adult led activities. Pupils in year 2 are also expected to play and learn with less adult support than that of the Reception and Year one pupils. All pupils' individual abilities are taken into consideration and they are offered activities that are at an appropriate level to meet their developmental needs. Therefore some younger pupils are provided with similar or the same activities as some older pupils to meet their needs and vice versa.

Pupils' achievements are celebrated weekly in Friday assembly. Individual pupils are chosen to receive a 'Head Teacher Award' and they receive a small gift, also sit on a chair for the whole week during assembly. Termly Pupil Progress meetings are held with the Headteacher and class teacher, Governors also attend as part of their monitoring role.

## **Equal Opportunities**

### **Aims**

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.
- To ensure that all the children feel secure, included and valued.

- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity
- To encourage self-confidence and a positive approach to learning in all children.

During the school visit we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when planning and carrying out activities within the Foundation area to ensure that familiar experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals
- Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions
- Role play activities that reflect a variety of cultures
- Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.

We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure no pupils are excluded.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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