

Great and Little Shelford CE (Aided) Primary School  
Curriculum Policy for Early Years Foundation Stage (EYFS)  
**Ratified - September 2017 Next review: September 2018**

### **The importance of The Early Years Foundation Stage**

'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.' (The EYFS Statutory Framework)

### **Aims**

At Great and Little Shelford School we aim to provide the highest quality of 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 which 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.

*The following documents should be read in conjunction with this policy: Admissions Policy; Health and Safety Policy; Safeguarding and Child Protection Policy; Equal Opportunities Policy; SEND Policy; Behaviour Policy; Parents as Partners Policy.*

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**

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;
- Provide opportunities for children to engage in activities which are adult-initiated and child-initiated, supported by the adult. For a large part of the day, we observe the children carefully and enhance the learning whenever we spot a 'teachable moment'. Our observations, interactions and the outcomes are then recorded;
- Encourage the development of the **Effective Characteristics of Learning**;

- Encourage high levels of **well-being** and **involvement** in activities;
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support;
- Work in partnership with parents and within the wider context;
- Provide an enabling, secure and safe learning environment indoors and out (both physical and emotional). Children are then able to use their natural desire to explore and learn, supported by the practitioners.

## The Seven Areas of Learning

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

Three areas are particularly crucial for building children's 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**

## The Characteristics of Effective Learning.

'The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.' From "Development Matters in the Early Years Foundation Stage."

**The Leuven scale for emotional well-being and involvement** as developed under the supervision of Professor Ferre Laevers.

The scale has five levels (see appendix A). Level 5 is high level involvement and well-being. Level 5 involvement is characterised by the child showing continuous and intense activity with concentration, creativity, energy and persistence. Deep level learning, with many parts of the brain "lit up", is known to occur when children operate at this level of involvement. Level 5 well-being is characterised by the child looking happy, energetic, relaxed, self-confident and self-assured.

## **Topics**

We offer stimulation in the form of half termly topics. However, these are starting points and remain flexible for unplanned learning opportunities or children's responses.

## **Observation and Assessment**

We record our observations in a variety of ways, including the use of The Early Excellence Tracking and Documentation System. All practitioners are encouraged to contribute and discussions take place to confirm judgements. Observations and evidence of children's achievements are collated in their own personal learning journey, which are shared with parents on a termly basis. During the Autumn and Spring terms, parents are invited to attend a parent consultation. During this consultation a short report is issued, which outlines the children's progress against the Early Excellence Tracking Statements. The children's 'next steps' are also shared.

Within the final term, we provide the parents with an overview of their child's development against each of the Early Learning Goals and an overview of the way in which they are learning.

## **Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and by following set procedures when children become ill or have an accident.

Please see our separate policy documents on Health and Safety, Safeguarding and Child Protection, Basic Food Hygiene, Nut Allergy; First Aid.

### Telephone Calls/Mobile phone/Camera/Video Recorder usage policy

To ensure the safety and welfare of children in our care we operate this policy which stipulates that personal mobile phones, cameras and video recorders cannot be used to take pictures on the school premises or when on outings. ONLY school cameras can be used for this. Photographs and recordings can only be transferred to, and stored on a school computer.

We will ensure that parents are not allowed to use their mobile to take photos on the school premises.

## **Inclusion**

At Great and Little Shelford School we value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports 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. See our separate SEND policy

### **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 – see our Volunteer Helpers policy.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

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 is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including playgroups, nurseries and childminders. Children attend introductory sessions to develop familiarity with the setting and practitioners. In addition, children attending the on-site playgroup, visit the setting in small groups during the Summer Term.

In the final term, the Year 1 teacher will meet with the Reception Class teachers and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Policy Last Updated: SJ/AE September 2017

# Appendix 1

## The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

## The Leuven Scale for Involvement

Level	Involvement	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.