

## The Dingle Primary School Early Years Curriculum Policy



Head Teacher  
Chair of Governors  
EYFS Governor  
EYFS Leader/ Reception Teacher  
Reception Teachers  
Teaching Assistants

Mr Cox  
Mrs R Smith  
Mrs Wheatley  
Mrs Hayhurst  
Miss Ward, Mrs Knott  
Mrs Carroll, Mrs Roberts

Date policy written: Sept 2023

Date policy approved: 15th November 2023

Date to be reviewed: July 2024 (In line with Curriculum review)

60 pupil intake. 3 Teachers.

### Early Years Foundation Stage

This document outlines the philosophy, aims and principles of early years teaching and learning in reception at The Dingle Primary School. The document underpins practice in all areas of provision.

Early childhood is the foundation on which children build the rest of their lives. At The Dingle Primary School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. We also believe that early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school all children join us on a phased induction at the beginning of the school year in which they are five. (See appendix 1 Transition map)

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## A Unique Child

At The Dingle Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, to encourage children to develop a positive attitude to learning.

## Inclusion

We value the diversity of individuals within the school . We understand our obligations under the Equality Act 2010. Consequently, all children and their families are valued equally within our school.

And given every opportunity to achieve their best. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning activities to meet the needs of the children in the setting.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary
- Providing experiences for all children, whatever their needs, which are inclusive rather than parallel.

## Positive Relationships

At The Dingle Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school.
- The children will have the opportunity to spend time with their teacher in the classroom with their parents before starting school.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Offering parents regular opportunities to talk or email EYFS about their child's progress in our reception class and allowing free access to the children's workbooks.
- Parent Evenings
- Meetings with parents explaining the Dingle Primary School's approach to reading, writing and letters and sounds is held during the first half term.
- Parents receive foundation stage profile report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Christmas performance, grandparent and parent afternoons, sports day, Mystery Reader etc.
- Encouraging parents to contribute observations and 'wow moments' via email.
- Encouraging parents to make comments in their child's reading diary.

We have good links with feeder pre-school settings. The local pre-schools are: The Goslings, Kid's Planet and The Croft. When notified of pupils from other settings, we make contact to meet and to discuss the pupil transition. Meetings are undertaken by the EYFS staff and SENCO if necessary to discuss new intake children and approaches to teaching and learning.

## Enabling Environments

At The Dingle Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. We provide a safe and secure, clean, well ventilated and inviting area. Resources are clearly labeled and accessible to the children to encourage independence.

## Learning and Development

At The Dingle Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected as reflected by the curriculum we offer.

## Areas of Learning and Development.

The EYFS is made up of seven areas of learning:

PRIME AREAS\_(Fundamental throughout EYFS. Underpins learning in all other areas)

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

SPECIFIC AREAS\_(Includes essential skills and knowledge)

- Literacy – comprehension, word reading & writing
- Mathematics ~ numbers & numerical patterns
- Understanding of the World
- Expressive arts and design

None of these areas are delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. For each area there are Early Learning Goals (ELG's), defined by the Early Years Framework, that define the expectations for children to reach by the end of the EYFS.

## Characteristics of Effective Learning

At the Dingle we recognize that children learn in different ways and at different rates. The Early Years framework recognizes 3 distinct learning styles that we incorporate into our teaching.

### *Playing and exploring – engagement*

Finding out and exploring / Playing with what they know / Being willing to 'have a go'  
"Is concerned with the child's open-ended hands-on experiences which result from innate curiosity and provide the raw sensory material from which the child builds concepts, tests ideas and finds out".

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

### *Active Learning – motivation*

***Being involved and concentrating / Keeping trying / Enjoying achieving what they set out to do)***

*"Describes the intensity of attention that arises from children concentrating on following a line of interest in their activities"*

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they

learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

### *Creating and thinking Critically – thinking*

Having their own ideas / making links / choosing ways to do things  
“Being inventive allows children to find new problems as they seek challenges, and to explore ways of solving these”. EYFSP 2014

## Assessment and Planning

### *Formative assessment*

This type of assessment informs everyday planning and is based on on-going observations and assessment of each child’s achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents.

### *Summative assessment*

September 2021 saw the introduction of the new EYFS Curriculum. Children will be formally assessed on entry using the national Baseline Assessment. Teachers will then make formal assessments of progress against the Early Years Framework at the end of each term. At the end of the summer term a judgement will be made as to whether your child has reached ‘a Good Level of Development (GLD)’. To attain this grade children will have to have met the first 12 Early Learning Goals as described in the Framework, in all 3 Prime Areas of Learning, and Literacy and Numeracy.

**GLD** – Good level of development is when a pupil achieves the ELG in all prime areas and in Literacy and Numeracy in Specific areas.

### *Planning*

EYFS starts with the Long Term Plan. Medium Term Plans are based on the children’s interest and are child led. Regular planning meetings are held with the children to ask them what they would like to learn. The teachers and classroom assistants then add in ideas depending on the skills the children need to develop. These plans are used by the EYFS teachers as a guide for daily / weekly planning; however, the teacher may alter these MTP’s in response to the needs (achievements and interests) of the children.

## Policy Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject co-ordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Policy written by Mrs Amy Hayhurst (Early Years Leader)

Signed by the Chair of Governors \_\_\_\_\_ R Smith \_\_\_\_\_ Date \_\_ 15/11/2023 \_\_\_\_\_