

Cleeve Prior C of E Primary School (including Little Chestnuts Pre-school)

EYFS Curriculum Offer & Policy





Person Responsible: Mrs S Laughlin Head of School

Every child deserves the best possible start in life and support to fulfill their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

The Early years Foundation Stage (EYFS) is considered to be the period of learning from birth until the end of the academic year in which a child has their fifth birthday.

Like other Key Stages in Education in the UK, the EYFS has its own statutory documents. "The statutory framework for the early years foundation stage", published 2021, sets out both the curriculum and welfare requirements and is mandatory for all settings which provide care/education for very young children. All the provision made for the youngest children at Cleeve Prior C of E Primary School is underpinned by this statutory framework.

This policy sets out features specific to the early years and sits alongside whole school policies which apply to pupils of all ages.

Cleeve Prior C of E Primary School has three groups of children within the EYFS:

- Reception age five full days per week during term time
- Pre-school age children who will be Reception age by the following September
- Pre-School age children who are able to attend from the age of 3
- With effect from September 2017, we will offer 15 or 30 hours per week to children who are three. For those children who wish to join the group during the term before they are eligible for their three-year-old funding sessions these hours will be chargeable unless the family are eligible for two-year funding.

Some children in Year 1, particularly those who do not celebrate their birthdays until the summer term, may still be working towards the "Early Learning Goals" (the set of learning achievements that all the foundation stage children work towards reaching by the end of the Foundation stage). Staff working with the youngest children in KS1 will therefore also refer to the EYFS guidance and at Cleeve Prior the range of learning experiences provided within the Foundation Stage will also be made available to children from Y1 as appropriate.



EYFS Vision

All learning within EYFS sits within the national “Every Child Matters” agenda and reflects the school’s own vision statement ‘Growing and Learning Together in God’s Family.’ We strive to ensure that every child has learning opportunities to experience a stimulating and relevant curriculum which promotes lifelong learning and gives every child the chance to achieve their potential spiritually, morally, physically and academically.

Our vision is to provide a caring and nurturing environment, where everyone is given opportunities to learn, discover and grow in our changing world. We will live out our Christian values of Respect, Hope, Love, Forgiveness, Trust and Honesty and strive to guide our community into leading fruitful lives, learning from Jesus’s teachings, to love themselves and one another in order to achieve success.

Teach children how they should live, and they will remember it all their life.

Proverbs 22:6

All children at Cleeve Prior are valued as unique individuals within their own right. This is not affected by their age, faith, gender, family background, appearance, aptitude for learning, language used or any other factor. Learning activities within EYFS at Cleeve Prior are planned to be inclusive so that children at different stages of development will encounter activities to support their own learning as appropriate to their current educational programs. Staff will quickly assess the needs of children joining our EYFS and continue to monitor progress on an individual basis. Care will be taken to provide targeted support for specific needs and staff will work in partnership with parents and where appropriate other agencies to meet individual needs as set out in our Special Educational Needs Policy and in accordance with the “Special educational needs and disability code of practice: 0-25 years” published 2014.

All children learn best when they feel safe and secure and both their physical and emotional needs are catered for. EYFS staff at Cleeve Prior aim to model and to create a climate where children feel valued and respected and where they can safely learn to understand their own feelings and the feelings of those around them. Children will be encouraged to have pride in their own achievements and to be caring of those around them so that all learners can feel confident.

Building Relationships

Parents / Carers remain the primary educators for children of this age and staff are keen to work with families to support their child’s learning. Parents are asked to read with their child every day. Staff will share information regarding the teaching of key skills such as developing awareness of letter sounds or letter formation. Formal “Homework” is not set during the foundation stage but the children may be encouraged to practice particular skills or find about subjects relevant to their learning at school/preschool. Staff are very grateful to family members who are willing to accompany their child’s class on local walks or visits. Curriculum newsletters will be sent out regularly outlining key areas of learning with supplementary information provided as needed. It is generally possible for parents and staff to have brief discussions at the beginning or end of any session. Appointments can always be made to talk more privately or to have a discussion in greater depth.



There are also after school consultation opportunities, when appointments are made for parents to review their child's development with staff and to consider next steps. A full written report is provided at the end of the year for children of Reception age, which includes a copy of their EYFS profile.

Staff for the foundation stage are selected and their performance monitored by the school's senior management team and staff are expected to continue to develop their knowledge and skills through team working and by attending suitable CPD opportunities. Appropriate staff ratios are maintained at all times for the children's safety and as the children need to feel secure, any cover needed for absence or PPA time is generally done by other members of the team or a familiar adult. The pre-school class is staffed by the pre-school lead and she is supported at key points of the day, such as: first thing, snack time and lunch time. In Reception, the children are taught by a teacher supported by a teaching assistant. The EYFS team meet regularly to reflect on children's learning and practice within the EYFS.

Liaison with other Early Years settings

This is usually achieved by staff visits and telephone conversations so that all involved in the care and education of our pupils can share appropriate information. Care is taken to liaise in detail when children transfer to or from other settings.

Belonging at Cleeve Prior School and in the Wider Community

The children in EYFS at Cleeve Prior C of E Primary School are very much a part of the whole school and participate in school events such as World Book Day, Church services, School Summer fair and Sports Day. Reception age children will join the rest of the school for worship on a daily basis throughout the year and Pre-school age children attend whole school worship for key celebrations such as: Harvest, Christmas and Easter. Children are encouraged to learn more about their own local community through short walks or from local visitors and to learn about the wider world through visitors, pictures and opportunities to experience food/music or activities that originate from other parts of the world.

Safeguarding

All staff are recruited following safer recruitment guidelines and will undergo appropriate induction training. Visiting staff and students will sign in via the school office, wear appropriate identification and be briefed on the safeguarding policy. Visitors will sign in via the school office and wear appropriate badges and be escorted at all times. The gate to the school playground will be kept locked during school sessions. All staff will adhere to the school's Safeguarding Policy and the school's E-Safety Policy.

Any photographs taken to evidence children's learning will be taken using school devices only and will remain within the school premises. Teachers will only release photographs or names for publication in school documents, the wider media or on the school web page after thoroughly checking records of parental consent. **Any personal devices capable of taking photographs (such as mobile phones) will not be used within the presence of children.**



Where there is any concern over the welfare and safety of a child within the EYFS stage, staff will immediately follow the procedures set out within the school's Safeguarding Policy. In brief, concerns will be recorded appropriately ON 'My Concern' and passed to the school's designated safeguarding lead or deputy.

There is an EYFS toilet block positioned in the Reception classroom for all toileting, personal care and handwashing and pre-school children are accompanied to nearby toilet facilities. There are child safety locks on the classroom doors to ensure the safety of all children.

The EYFS Environment

We have a pre-school classroom and mixed Reception/KS1 classroom furnished appropriately for the age of the children. The class is equipped with an interactive whiteboard and has access to lap top computers and iPads. We have age appropriate furniture and resources are arranged in zones to facilitate particular types of activities in different areas. Resources are designed to be independently accessed by the children when needed and are therefore stored in child friendly boxes or trays with labels.

Our learning environments have:

- A role play area with props to support imaginative play and promote communication as well as providing an enjoyable context for practicing skills.
- A reading area with attractive, developmentally appropriate books and comfy seating.
- A mark-making area with a variety of tempting materials and example letters/words to support the children in their own writing.
- A creative area with aprons where children can access a range of media.
- A construction area with various construction materials and space to build.
- A carpeted area where the whole group can sit together to enjoy a story, listen to one another or make music together.
- A mathematical area where the children know that they can find number lines, bead strings, numerals, dice, regular shapes, measuring equipment and other resources for mathematical play and investigations.
- Small world play which supports the development of communication skills and creativity.
- Resources for exploratory play such as magnets, mirrors, torches or natural materials etc. to promote scientific exploration.
- A sensory play area where children can work with materials such as water or sand.

A crucial part learning in the EYFS are our outdoor learning areas. Outdoor learning offers children greater flexibility for being active and for working on a large scale. It offers unique opportunities to observe and experience different weather conditions, creatures, natural materials and seasonal changes and allows greater freedom for sound making and messy creative activities. Both classrooms have direct access to excellent outdoor learning environment, covered, "all-weather" areas, a large field, access to water, materials for large scale construction and a store for outdoor learning resources. It is expected that children will work outdoors for at least part of every session sometimes to pursue child led learning and sometimes to participate in adult led learning.



Safety is paramount and as with other areas of the school, regular risk assessments will be made and safety checks carried out daily. Children will be supervised throughout by suitably qualified, vigilant staff. When children first join us, parents/guardians are asked to provide details of anyone who has their permission to collect their child at the end of a session. Also, before children attend any sessions without their parents or carers, school staff will have collected written information including details of any known health conditions, any known allergies and emergency contact details for parents/guardians. This information is typically gathered by staff just before the children start pre-school, through introductory “Welcome” sessions or through school/pre-school application forms. All important health information will be shared with all staff responsible for supervising children and recorded in the school office. If a child becomes unwell at school, staff will administer first aid if needed and aim to make them comfortable and parents will be contacted. Parents are asked to ensure that children do not attend school if they are suffering from a condition which may easily be passed on to another child.

Wherever possible, parents/guardians are asked to administer medicines outside school sessions but if necessary, special arrangements can be made involving written permission and directions (please see policy/procedures).

In order to remain safe, young children need to learn about safe working practices and to learn to estimate risks and make sensible decisions. The children will therefore be taught some simple safety rules and practices. In the current climate, children are supervised in washing their hands upon entering the classroom, before going home, before and after eating and at several other key points of the day.

Resources/Budget

Foundation Stage staff will review teaching resources at least annually and purchase new or replacement resources needed and liaise with subject leaders as appropriate. The executive head teacher will allocate a budget for the foundation stage based on knowledge of resourcing requirements across the whole school.

1. Learning and Development

Characteristics of effective learning

All children within the Foundation Stage are actively encouraged to develop characteristics that will equip them to be effective, lifelong learners. Staff will strive to provide learning opportunities at an appropriate developmental level, which excite and motivate. Staff aim to model, teach, highlight and praise effective learning behaviours such as playing and exploring, active learning, creating and thinking critically. These characteristics of effective learning are set out within the EYFS and prepare children for lifelong learning and staff will observe and monitor individual children’s progress in this important area and report on these areas at the end of the Reception year.

Educational Programs

The EYFS sets out the learning that each child should achieve by the end of each learning stage: 0-3, 3-4 and Reception. This ensures that learners are well prepared and ready to benefit from more formal education in KS1.



Young children learn best through play and when motivated by their own interests. Practitioners in the early years at Cleeve Prior provide environments which motivate children to confidently explore and investigate. Adults help them to reflect on what they have learned, acknowledge behaviours that supported their learning and inspire them to challenge their thinking further. We ensure that there is an optimum balance between adult led activities providing new information or supporting the development of a new skill and child led activities when children select resources and activities that interest them and explore and practice skills at their own pace. Optimum learning is likely to occur when adult led activities and child-initiated activities are linked for example, when the adults respond to the children's interests and provide books or resources for the children to find out more about something they had previously shown an interest in, or when adults model activities and then make the resources available for children to revisit and explore to consolidate the skills the adult had demonstrated. Staff observe children carefully so they can monitor each child's development, plan next steps in learning, provide verbal commentary, resources and experiences that follow the children's needs and interests and ensure that all children engage in a healthy balance of learning experiences.

Prime Areas of Learning

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

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It is an overall aim that food and drink in the EYFS will comply with both the official government guidance on nutrition so that healthy eating habits are promoted from an early age. All children are entitled to a carton of milk and a piece of fruit each morning. Fresh drinking water is always available in at all times. The pre-school children may either go home for lunch, bring their own packed lunch or you are able to order a hot



meal. Reception age children are entitled to a hot school lunch (or they may bring a packed lunch). Children are not permitted to bring sweets or fizzy drinks or to share each other's lunches in case of allergies.

Independent toileting and effective hand washing are seen as skills to be taught and encouraged and staff will support children who are still achieving consistent skills in this area. Individual skills and needs are discussed during family interviews and parents are encouraged to send appropriate resources such as spare clothing for children who are developing toileting skills. Foundation Stage staff will endeavour to lend suitable spare clean clothing to children as needed. The procedures for managing personal hygiene reflect the guidance within the Worcestershire Continence Policy.

Specific Areas of Learning

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The National Primary Strategy document, "Letters and Sounds: Principles and Practice of High-Quality Phonics" provides detailed guidance to staff on how children are taught to listen and attend to sounds, how children learn to associate particular speech sounds with written letters and how this knowledge can be applied to enable them to begin to read and spell. A significant part of each nursery session will be dedicated to promoting language and literacy skills. During their time in pre-school, the children will be encouraged to develop their ability to represent items or ideas using spoken words, drawing, written words, role play and models. Daily phonics teaching is also provided in the reception with daily opportunities for writing.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Children should also be given plentiful opportunities to explore shape, space and measures in their learning environments.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories,



non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Religious Education in EYFS

As a Church school, Cleeve Prior uses the, "Agreed Syllabus for Religious Education in Worcestershire". For children in the Early Years Foundation Stage this means making provision for the children's spiritual, moral, social and cultural development and laying the foundations for more formal religious education in Key Stage 1. Staff will consider the children's development within the four central concepts within the agreed syllabus:

- **Beliefs**

The children will encounter stories about some special people including key religious figures and be made aware of some special times or festivals. Age appropriate religious vocabulary will be introduced and the children will be aware that some people have beliefs about God.

- **Expression and Celebration**

The children will have opportunities to learn that when people pray they believe that they are talking and listening to God and to know that there are special places where people gather to pray and special objects and ways of behaving. The children will encounter some religious symbols.

- **Living and Belonging**

The children will be taught that they are each special and the importance of treating others well with respect and kindness. They will be encouraged to see the difference between right and wrong.

Search for Meaning and Purpose

The children will be encouraged to consider their own responses to everyday events and to realise that their responses of joy, wonder and sorrow are likely to be shared by others. They will be



encouraged to show care and concern for others, for all living things and for the immediate and wider environment.

Monitoring and Evaluation within the Foundation Stage

Children in the EYFS will work towards the expectations for each educational program: 0-3, 3-4 and Reception. At the beginning of the Reception year, children will take part in the new Baseline activities and at the end of the Reception year, children will be assessed against the EYFS Early Learning Goals. In all learning areas the children will either achieve an expected or emerging level. This information is shared with parents, the school leadership team and the local authority.

As outlined above, careful observations, both planned and structured and spontaneous, are crucial for an informed view of each child's current levels of skill and understanding. Foundation Stage staff constantly note learning, examples of the child's learning and information from parents to create a profile for each child. Staff note each child's progress in each of the three prime areas of development and the four specific areas but they also make observations on how each child approaches their learning as described in the "Characteristics of effective learning" section of the EYFS guidance. The child's viewpoint is also represented. Staff typically summarise this information termly in order to monitor individual progress, to highlight "next steps" for each child, to evaluate provision within different areas of the curriculum and to direct future planning. These profile records form the basis of discussion between parents (parents' consultations) and practitioners (supervision meetings) throughout the year and highlight areas where individual children have particular skill and enthusiasm and areas where more encouragement, specific teaching or additional learning experiences are needed.

Special Educational Needs and Disabilities

Staff are fully aware that children grow and develop at different rates and progress is assessed on an individual basis. Learning activities are planned to cater for the full range of learning needs. Additional adult support will be available for those less confident with an activity and activities will often have variable successful outcomes allowing all learners to be challenged to succeed at the most appropriate level. Staff will also provide differentiated resources as needed. Swift initial assessment allows staff to plan learning experiences tailored to meet individual needs and close monitoring of progress enables staff to implement a graduated response to meeting particular needs without delay. Any child showing developmental delay or particular difficulty in any aspect of the curriculum will prompt staff to meet with parents to share concerns and possible support strategies. If concerns remain following a short period of targeted encouragement and support, staff and parents will meet again to discuss whether any other agencies should be invited to provide guidance and support and to set SMART (specific, measurable, achievable, realistic and time specific) targets and to record on an Individual Provision Map (IPM), the support to be provided to enable the targets to be met. Targets will be reviewed with parents regularly and new targets set if needed. Where children are not able to contribute verbally to such meetings, observations of their preference will be used to ascertain their views. Staff with guidance from the SENDCo (Special Educational Needs and Disabilities Co-Ordinator) will maintain working knowledge of the current "Local Offer" for services to support children with special



educational needs and will remain committed to working in partnership effectively with relevant specialists from health, education and social care. Should concerns persist over one or more aspects of a child's development, despite specialist advice and targeted support, staff will meet with parents to discuss whether it would be appropriate to ask the local authority to assess whether an individual "Education, Health and Care Plan" would be beneficial. An EHC plan would specify the type of support likely to be needed to enable that child to achieve individual SMART educational/developmental targets and would be subject to a formal review within a year.

Admissions Process

Applications forms and information leaflets about both the pre-school and school are available from the school secretary. Prospective families are encouraged to arrange to visit.

We offer the full thirty hours free entitlement to pre-school provision. During the spring term, the school will write to families who have placed their child on the waiting list to confirm their place for September. Parents/guardians who are not already attending pre-school will then be offered induction visits near to the end of the Summer term. Where the demand for places is high, to those who already have siblings in school. Children aged three years may join the pre-school at any time if places are available. This means that some children may spend longer than three terms in pre-school and so staff ensure that there is no inappropriate revision of learning activities.

Following a successful application to the LA for a school place, each family receives an information pack and an invitation to parents to visit school for an informative induction meeting and for the children, invitations to induction sessions in the summer term. Parents and Carers are also asked to fill in and return several forms regarding their child's health, previous school/ pre-school experiences and contact numbers.

As a majority of families usually choose Cleeve Prior School for their child after attending pre-school, it is not always necessary to have a phased or staggered start to the Autumn term in Reception as so many of Reception class children are already happily settled and confident within the setting.

Uniform

Pre-school children wear play clothing which is practical and comfortable with school uniform or part uniform as an option. Reception class children wear school uniform. All children are expected to wear sensible footwear suitable for indoor and outdoor play and to bring a coat and/or sunhat as appropriate. Families are invited to send "Welly" boots for use in the forest school/field. EYFS staff keep some waterproof clothing, aprons and boots to lend to individual children for particular activities as appropriate.

In summer, parents are asked to apply sun cream before sessions. Staff will ensure that time in direct sun during the hottest part of the day is limited.

This policy was last updated in October 2023 by Sarah Laughlin (Head of School) and will be reviewed in September 2024 by the Governing Body.