

Millbrook Primary School



Early Years Foundation Stage

| Policy Creation & Review | |
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Introduction:

This policy has been updated in accordance with requirements set out in the 2021 statutory frameworks for the Early Years Foundation Stage (EYFS).

At Millbrook Primary School, we are committed to providing a broad and balanced curriculum to all children. In line with our mission statement, 'Believe and Achieve', we make every attempt to achieve our school aims for all children, regardless of any difficulties they may face.

Our School Aims:

- To give all children the opportunity to access a broad and balanced curriculum enriched with language which enables them to have a good foundation of learning in preparation for Key Stage One and beyond.
- To raise standards through assessment, target setting and by having high expectations of teaching and learning.
- To enable children to have the capacity to value learning and have the skills to access opportunities in order to become "Lifelong learners".
- To encourage the children to develop lively, imaginative and enquiring minds through the experiences we offer them.
- To enable children to develop their confidence, self-esteem and internal discipline so that they can value others and have a social conscience.
- To enable children to acquire understanding, knowledge, concept and skills based on the Early Years Foundation Stage.
- To give children opportunities to express themselves through the creative arts (music, drama, art, dance and P.E).
- To facilitate communication between all members of the school community.
- To engender a sense of concern, awe and wonder about the world in which they live.
- To ensure equal opportunities and access to a curriculum sensitive to those issues, which relate to race, gender and need.
- To establish liaison with Key Stage One members of staff to ensure a smooth transition for children.
- To enable parent/carers to actively take part in their children's learning journey.

Curriculum

In line with the 2021 Early Years Foundation Stage reforms, we have developed the Millbrook EYFS Curriculum. This outlines everything we want the children to learn to ensure the best possible outcomes for every child in our care. We have assessed and audited our current practices and planned for changes and developments to ensure that our curriculum has a range of programmes and opportunities that lend themselves well to a broad and balanced learning experience. Our school values have been carefully incorporated into our curriculum mapping to ensure that our youngest children are taught with these important principles in mind.

Whilst creating our Millbrook Early Years Curriculum we knew that it must centre around the Unique Child, as referenced in the statutory and non-statutory guidance. We understand that each child is an individual, and while we can be guided by an understanding of some general patterns of development from pre-birth into early childhood, progression is uneven and unfolds differently for each individual child. A child's growth, development and learning are interrelated in complex ways. Our Ambitious Aims are influenced by the four principles of The Unique Child Guidance; Interactions, Physical Health & Wellbeing, Child as an Active Learner, and Culture and Community to ensure our curriculum is bespoke. The four principles of the EYFS (A unique child, Positive relationships, Enabling Environments and Learning and Development) are core in providing high quality provision to meet children's interests and challenge them further.

The Characteristics of Effective Learning (Play and Exploring, Active Learning and Creating and Thinking Critically)

are used to develop habits of the mind and behaviours that will continue to support the children discover, think, create, solve problems and self-regulate their learning.

The framework consists of seven areas of development and learning. The prime areas of development and learning lay vital foundations and are woven into every aspect of the curriculum being fundamental to a child's development:

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

The specific areas of learning and development provide children with knowledge and skills needed to flourish in society and are strengthened by the prime areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The new guidance highlights the importance of educational programmes for consistent and effective teaching. These are the areas of learning and development which shape the activities and experiences our children have whilst on their Early Years journey. At Millbrook we have considered a range of educational programmes before finalising the curriculum approach that is right for our school, children and wider community. For us, these programmes can be understood in two parts; Specific Programmes that are schemes we have bought into, and our Ambitious Aims which are specific to our community and current cohort.

Specific Programmes

In order to achieve consistency in teaching across the school we have chosen to use the following schemes or learning:

- Phonics – Monster Phonics
- Literacy – A core text approach is used in Early Years to support children with their literacy skills. The core text approach follows loose themes such as 'Under the Sea' and explores children's interests to support the principles of the Unique Child.
- Writing – Nelson Handwriting Scheme
- Maths – White Rose Maths is used to sequence the progressive maths curriculum in the Early Years. This scheme works to support the children to make good progress with their mathematical skills and is very practical based, lending itself to age-appropriate learning opportunities.
- PSHE – SCARF is used to support with the teaching of PSHE across the school, including in the EYFS. SCARF is centred on a value based and 'Growth Mind set' approach, which promotes positive behaviour, mental health, wellbeing, resilience and achievement. We have also introduced STORMBREAK to help pupils learn about their feelings and how to manage them. We run daily Stormbreak activities focusing on resilience, self-care, relationships, self-worth, and hope & optimism.

Planning

Staff plan a wide range of multi-sensory activities that will give pupils the experiences, language, and interactions to apply their knowledge, skills and understanding enabling them to develop and learn effectively.

Staff use planning, observations and assessment to consider individual needs, interests and stages of development of each child in their care. In planning and guiding children's activities, staff reflect on the different ways that children learn.

Staff use Monster Phonics, Scarf and Stormbreak planning adapting where necessary to meet all children's learning and development needs.

Teaching

Each area of learning and development is implemented through planned, purposeful play and a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year One.

Assessment

At Millbrook Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. The observations are recorded on Interactive Learning Diary and are used to shape future planning. Staff also consider observations shared by parents/carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against 17 Early Learning Goals, indicating whether they are:

- Meeting the expected levels of development
- Not yet meeting the expected levels (emerging)

Enrichment and Outings

At Millbrook Primary School, we want to provide children with a holistic learning approach therefore learning outside the classroom is paramount. Children have the opportunity to receive different educational visits that take place in the school hall or field as well as going to visit places such as museums, farms, libraries, train/bus stations, airports etc. We follow the school policy on outings.

Special Needs

At Millbrook Primary School, we believe that each pupil has individual and unique needs. We acknowledge that a proportion of pupils will have Special Educational Needs (SEN) at some time during their education. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (Code of Practice, July 2014, p.15). Children have a learning difficulty if they:

- Have a significant greater difficulty in learning than most others of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities in the same way as most of their peers.

A child considered to have Special Education Needs will require help that is additional and/or different to their peers. The extent of this extra support and the time for which it is needed will vary and staff take this into account in their short-term planning.

Inclusion

Millbrook Primary School is an inclusive school, offering choice and excellence to all our children whatever their ability or needs. We have high expectations and provide a supportive environment to remove barriers to learning and give children meaningful access to the curriculum. Through

appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire process and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

English as An Additional Language

Being a beginner in English must not be equated with learning difficulties as understood in the Code of Practice. We would consider different teaching strategies and additional resources to support children with English as an additional language. Advice would be sought from the Speech and Language Therapy Service where necessary.

Working with Parents

At Millbrook Primary School, we recognise that children learn and develop well when there is a strong partnership between staff and parents/carers.

Parents/carers are kept up to date with their child's progress and development via Parents Consultations, individual meetings, online ILD journal and daily conversations when children are dropped off and picked up.

Parents/carers are invited to take part in different workshops to support their child's Phonics, Reading, Writing and Maths learning at home. They receive a weekly newsletter to inform them of the learning that took place in class and the activities they can do at home to extend children's learning, understanding and skills. Home learning maker mat is also provided to cover all areas of learning and support children learn and develop at home too.

Safeguarding and Welfare Procedures

Our safeguarding and welfare procedures are outlined in our Child Protection Policy.

Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher or is not satisfied with the teacher's comments should ask to speak to the Headteacher. For a problem that might need time to be explored, parents/carers should make an appointment. In the event of a formal complaint, parents should follow the procedures defined in the School's Complaints Procedure, which is available on the website.

Monitoring and Review

The Curriculum Committee of the governing body monitors the EYFS policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents and makes a record of all such comments.