

Parkinson Lane Community Primary School

Curriculum Policies

Early Years Policy

Rationale

The early years is the foundation on which all further schooling builds and, to this end, we aim to provide a well balanced, stimulating, challenging curriculum and support that will provide all children with the best possible start in life and support in order to develop each child's individuality, enabling them to fulfil their potential .

Purpose: *with reference to the Statutory Framework for the Early Years Foundation Stage and Development Matters [EYFS] to ensure that children learn and develop well and to promote teaching and learning to ensure children's 'school readiness' by giving children a broad range of skills and knowledge that provide the foundation for good future progress through school and life.*

The Learning and development requirements cover:

- The areas of learning and development that shape activities and educational programmes for children
- The early learning goals that staff help children work towards and the knowledge, skills and understanding children should have at the end of the academic year in which they turn 5
- The assessment arrangements for measuring, reviewing and reporting children's progress to parents/carers and/or others.

The EYFS learning and development requirements comprise of the 7 areas of learning and development and are all interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are the:

The **Prime** areas of Learning

Communication and language

- giving children opportunities to experience a rich language environment;
- develop their confidence and skills in expressing themselves;
- to speak and listen in a range of situations.

Physical development

- provide opportunities for young children to be active and interactive;
- develop children's co-ordination, control, and movement.
- help children to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development

- develop a positive sense of themselves, and others;
- form positive relationships and develop respect for others;
- develop social skills and learn how to manage their feelings;

- understand appropriate behaviour in groups; and to have confidence in their own abilities.

Staff will also support children in four *specific* areas, through which the three prime areas are strengthened and applied.

The **specific** areas of learning are:

Literacy

- encourage children to link sounds and letters and to begin to read and write.
- Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics

- provide children with opportunities to develop and improve their skills in counting,
- understanding and using numbers, calculating simple addition and subtraction problems;
- to describe shapes, spaces, and measures.

Understanding the world

- guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design

- enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Broad Guidelines

1. Planning for the 7 areas of learning and development will be based on the DfEE Statutory Framework for the Early Years Foundation Stage and will be in an agreed format to suit the needs of individual children.
2. The teacher is responsible for managing the planning, delivery and assessment of what is taught.
3. ASPECTS will be used as an assessment tool at the beginning of Nursery and again at the end of the year, to monitor development and to assess value added during the year. PIPS will be used at the beginning and end of the year in Reception. Results will be used, not only monitoring development towards the Early Learning Goals and to assess value added during the year, but also to predict performance for each child at the end of Key Stage 1.
4. The teacher is responsible for managing the most effective deployment of additional adults within the setting for the benefit of the children, whilst taking into account Best Value principles.
5. The teacher will determine the most appropriate teaching strategy to suit the purpose of a particular learning situation.
6. For the vast majority of our children, English is an additional language; whilst the use of English will be encouraged at all times, staff will take effective steps to provide

opportunities for children to develop and use their home language when desirable or necessary.

7. Links with home and family will be encouraged, and relationships between staff and parents built up during daily morning and 'home time' meetings, social events, parents' evenings, parents' classes, etc.
8. All children will be encouraged to wear our School uniform and have a School book bag.
9. Parents and School will be encouraged to be in partnership by sharing a Home School Agreement at the beginning of each School year.

Conclusion

The Statutory Framework for the Early Years Foundation Stage is, as the title suggests, the foundation for all the schooling that is to come and is therefore of vital importance in engendering an attitude to learning on which the future can build. Effective learning will take place during purposeful play and first hand experiences. Children begin school with lots of first hand experiences and knowledge from their home environment and it is the role of School to value and build on this knowledge and experience.

Headteacher	Staff Consultation	Chair of Governors
2016	2016	
Date:		
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