



EYFS Curriculum Policy

1. Purpose and Audience

This policy is for staff, governors, parents and other professionals.

At Tenterden Infant School we believe that the Early Years provision plays a vital role in supporting our pupils to reach their full potential. We aim to provide a setting that nurtures, supports and challenges our pupils as a young child's experiences has a significant impact on their future development.

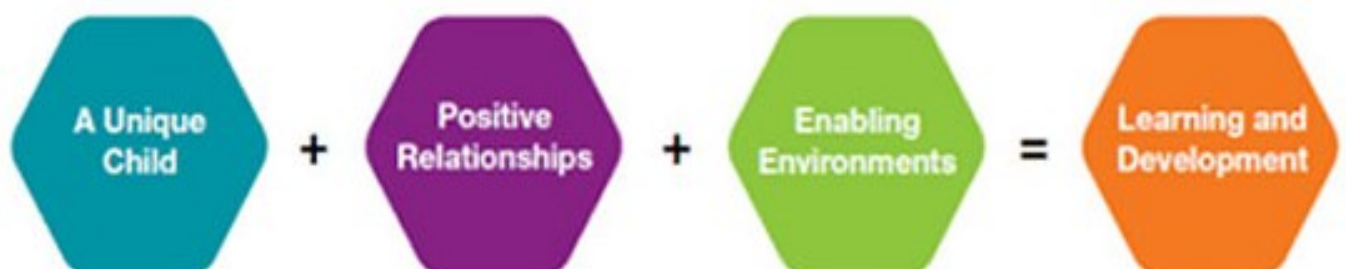
"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up". (EYFS Framework 2021)

2. Aims

We aim to:

- Provide high quality teaching and learning, by practitioners who understand diversity of need, through a differentiated, relevant, engaging curriculum within a language rich environment.
- Develop and nurture positive relationships with parents, carers and other professionals so that children develop self-confidence, learn to be strong and independent so pupils can 'learn, grow and flourish'.
- Provide real-life opportunities for purposeful play and promote the Characteristics of Effective Learning.

The EYFS is based upon these 4 themes:



3. Roles and Responsibilities

The EYFS Leader:

- is responsible for the learning and development of children in the EYFS.
- ensures that the curriculum is engaging and implemented in the most effective way to ensure the highest quality learning and development for all children across all aspects of the curriculum.
- manages the deployment and organisation of staff in the EYFS to ensure consistently excellent learning and development opportunities for pupils.
- participates in continuing professional development (CPD), training and moderation events to keep up-to-date with the latest developments in the EYFS.

4. Legislation

This policy is based on the requirements set out in the reviewed statutory framework for the Early Years Foundation Stage (EYFS) 2021.

5. Structure of the EYFS

At Tenterden Infant School there are two Reception classes of up to 30 children aged 4 - 5 years. There are two full-time class teachers one of which is the EYFS Leader. In each class we have an additional adult to ensure that all children have access to learning opportunities. Our two classes have shared learning spaces, including our Outdoor Classroom, where they learn to play collaboratively with peers from both classes.

6. Curriculum

“All of the areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. That’s because children in the early years are becoming more powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators” (Development Matters, 2020).



Our Early Years setting follows the reviewed curriculum as outlined in the statutory framework for the EYFS (2021). The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas known as the Prime Areas and are important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive. Based on the statutory framework of the EYFS and the characteristics of Effective Learning, a carefully structured curriculum has been developed to provide rich, varied and stimulating learning experiences. Planning in the EYFS reflects the seven areas of Learning and Development in Development Matters 2020.

Areas of Learning and Development	Aspect
Prime Areas	
Communication and Language	Listening, Attention and Understanding
	Speaking
Personal, Social and Emotional Development	Self Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Specific Areas	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

Planning

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.” (Development Matters 2020)



A stimulating and exciting environment is provided to support engagement with learning. The environment is fully accessible to all children, with resources at child level and clearly labelled to promote independence in learning. Free play opportunities and enhancements are carefully planned to challenge and extend pupils' learning experiences. Planned activities are differentiated to consolidate and develop children's skills and support their needs. All practitioners in our EYFS have a good understanding of each pupil's emotional, cognitive, social, communication and physical needs. The EYFS practitioners have experience and knowledge of supporting pupils with a range of communication, language and learning difficulties. Staff use Makaton signing to support communication with all children. The EYFS practitioners ensure that all pupils feel secure, included and valued. Children are empowered to take risks through physical and pretend play. The outdoor environment supports physical risk taking, curiosity of the natural world and exploration of mud, sand and water. Play is integral in implementing the EYFS curriculum. Regular adult modelling, peer to peer support and planned sessions allow children to develop a greater understanding of the world around them and to begin to generalise these skills in different contexts.

The EYFS curriculum and environment is planned to make a positive contribution to pupils' Spiritual, Moral Social and Cultural development. We recognise that pupils' personal development plays a significant part in their ability to learn and to achieve and we endeavour to support and nurture their development in this area. We recognise that Communication and Language is vital and provide the foundations for pupils' development in social skills and emotional regulation. Makaton signing and symbols, visual timetables and shared attention activities, are all used to support the development of communication skills.

Teaching and Learning

Development Matters (2020) states that, "All children deserve to have an equal chance of success. The child's experience must always be central to the thinking of every practitioner."



Unique Child

Every child is provided with high quality teaching and learning, by practitioners who understand their diversity of need, through a differentiated and relevant curriculum. All pupils are treated equally regardless of race, gender, social or economic backgrounds and religion. Pupils and families are valued within the school. Pupils are supported and encouraged to achieve to their highest potential to 'learn, grow and flourish'.

Characteristics of Effective Learning (Appendix 1)

Playing and Exploring - Engagement

Through play children develop, extend and reinforce their learning experiences. Play and exploration is supported and nurtured by skilled staff and the provision reflects the pupils' needs. Access to learning experiences and resources are carefully planned and monitored to extend and consolidate play and learning.

Active Learning - Motivation

An environment that motivates and takes account of pupils' interests, encourages and challenges pupils in active learning is provided. We value mistakes and use them as learning opportunities, we encourage children to keep on trying until they are successful, EYFS practitioners are skilled in knowing how to use suggestions and questioning to encourage perseverance.

Creating and Thinking Critically - Thinking

To develop active learning, and creative and critical thinking a range of methods and resources are used. Staff support pupils in generalising their skills in play situations and making connections between different experiences and environments. Children engage in many different activities and begin to actively think about what they are doing. This helps them to develop an awareness of their own thinking and learning.

Talk 4 Writing

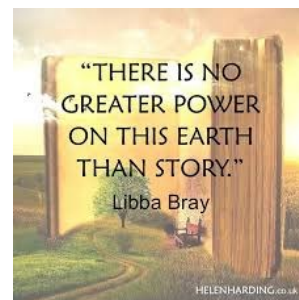
We believe in using the power of stories for bringing learning to life.

We have chosen to use Talk for Writing to inspire our children to develop their reading and writing skills during their time with us.

What is Talk for Writing?

Talk for Writing (T4W) is based on the thinking and creative process involved in 'being a writer' including generating ideas, drawing on experience of what has been read and understanding how to change and improve.

T4W involves the oral learning of model texts and the oral development of new versions so that children internalise the language patterns that they need for writing, adding to their linguistic competency.



Why Does talk matter so much?

Some children starting their Reception year have some form of language delay whilst having general cognitive abilities that are in the average range. Being a confident talker with a wide vocabulary range benefits children's writing as they get older. With a wealth of stories already in their heads they are able to focus on the technical parts of writing rather than creating a story.

Children learn language by:

- Hearing it, saying it, reading it.
- Teacher as a model.
- Modelling, recasting and extending.
- Showing interest in what a child says.
- Adults modelling being a reader.
- Adults modelling being a writer.

The key phases of the Talk for Writing process, as outlined below, enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.

In Reception we use the 3 I's of Talk for Writing.

Imitation - The children learn to tell the story using story maps and actions.

Innovation - The children change aspects of the story such as a character, setting or an event to change the story slightly.

Invention - The children invent their own stories to tell verbally and in written form.

Maths Mastery

We see teaching for mastery in maths as allowing the pupils to gain a deep understanding of maths, allowing them to acquire a secure and long-term understanding of maths that allows them to make continual progress to move onto more complex topics.

We believe that everyone can do maths and there's no such thing as a maths person. Maths is a subject that everyone can and should be able to perform confidently and competently.

We choose to teach by breaking down maths objectives into the smallest steps, so that every pupil is secure in every new concept before moving on. We focus upon teaching for fluency, reasoning and problem solving.



How do we teach for mastery in Reception?

Fluency

In Reception, we aim to teach so that children have a deep understanding of number by:

Representing Numbers

We want to develop children's number sense so that they understand the number rather than just recognising the numeral. Children need to understand that numbers can be represented in many ways, not just as a written numeral. We use many different objects and pictures to show that numbers can be represented in lots of ways.

Children sometimes need lots of practise to recognise numbers in different forms. We play matching games and encourage children to recognise and make different amounts in our indoor and outdoor areas.

Counting

When counting, children need to understand that That we need to say one number for each object counted (touch counting). The final number we say is how many altogether. Some children continue to count after they have reached the final object as they don't connect the numbers they are saying to the objects in front of them. That we can count objects in any order and the total stays the same.

Recognising amounts

Another skill that is very important is recognising small amounts without the need to count them. Initially this should be by using concrete objects such as those shown above but as children progress, allowing them to see groups of dots in different arrangements helps them to mentally 'see' how many objects are there without needing to count. This is a very important skill when children begin to add and subtract. Using dice is a good way to practise this skill before moving onto objects in different arrangements.

Understanding that the total stays the same even when the objects move

When children first start to use numbers, they often do not understand that if we move objects into another arrangement the total stays the same. We practise this with many different types of objects but a useful tool is using a tens frame to be able to move counters around.

Reasoning

Reasoning in maths helps children to be able to explain their thinking, therefore making it easier for them to understand what is happening in the maths they are doing. It helps them to think about how to solve a problem, explain how they solved it and to think about what they could do differently. In Reception, some examples of reasoning are: true and false statements e.g. adding one to a number always makes it smaller spotting incorrect maths e.g. 1, 2, 3, 4, 6, 5, 7, 8, 9, 10 explaining how we know something or how we worked it out

Problem Solving

Problem solving in Maths allows children to use their Maths skills in lots of contexts and in situations that are new to them. It allows them to seek solutions, spot patterns and think about the best way to do things rather than blindly following Maths procedures. In Reception, problem solving might include: spotting, following and creating patterns estimating amounts of objects predicting how many times they can do something in a minute sharing objects between different groups – particularly when the amount of groups change and the amount of objects stays the same finding different ways to split numbers e.g. 5 could be $5+0$, $4+1$, $3+2$ etc

7. Positive Relationships

“It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.” (Development Matters 2020).



The Early Years provision at Tenterden Infant School is an environment where pupils are respected and cared for and a professional supportive relationship is developed with pupils and their families.

Communication between home and school is paramount and plays a vital role in sharing information.

We value support from parents/carers and develop working partnerships by:

- Providing a comprehensive transition programme including; story time sessions, stay and play sessions, home visits and a phased introduction to school.
- Conducting parent/carers meetings with the EYFS Teachers.
- Communicating with parents informally and more formally through parent's evenings and via Class Dojo.
- Providing training and support for parents on a range of themes across the year.
- Sharing their child's successes in assemblies, through Learning Journals and termly informal meetings with Class Teachers.
- EYFS Profile at the end of the EYFS.

Our EYFS provision works in partnership with the wider community and other professionals as well as external agencies where appropriate; including, speech and language therapy, occupational therapy and NHS health services. We integrate our pupils as fully as possible with our local community through local visits and trips in the community, as well as taking part in local projects such as the TST Art Installation Project.

8. Assessment

“In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practise appropriately.” (Development Matters 2020)

Assessment for Pupils in the Early Years:

- National Baseline assessment is completed within the first six weeks of entry into the school.
- Pupils are also baselined on their readiness to learn using Leuven scales of Wellbeing and Involvement (Appendix 2)

- On-going assessments track learning and development of pupils using Target Tracker across all seventeen aspects of learning.
- Termly informal assessments of Phonics sound recognition and recall to inform future teaching.
- Spelling and Maths Passports are used in the Summer Term to prepare transition to Year 1.
- The Early Years Foundation Stage Profile is completed at the end of the Foundation Stage and provides information on each child's learning and development across the seventeen aspects of learning. This provides useful information for parents, the LA and the receiving teacher.
- On-going observations of learning are recorded in children's Learning Journals.
- Parents are also encouraged to contribute to recording significant events in their child's development.

9. Building Learning Power (BLP)

At Tenterden Infant School, we are on a journey to grow our 'Learning Power'. In other words, we are all learning to be better learners.

Lifelong learning and the promotion and development of independent learners is a key objective for our school.

In our school, we follow Professor Guy Claxton's work on Building Learning Power (BLP). Guy Claxton's work suggests that there are four key learning dispositions – **Resilience, Resourcefulness, Reflectiveness** and **Reciprocity**.

We teach the children all about these skills and learning muscles and how that just as we can build our physical muscles with the right kinds of exercise, we can also exercise our learning muscles to develop their strength and stamina. We will use BLP to develop our 'Language for Learning' in school and this will enabled us to engage all pupils in a dialogue using a common language to support and develop our understanding of how we learn. It is our intention that the children use the language for learning to explain ways in which they achieved or approached tasks and how they can move on to the next chapter in their learning.

Resilience

Being a Tough Tortoise

The key elements of this disposition are **Perseverance, Noticing, Managing Distractions** and **Absorption**.

The children will learn how to stay locked onto their learning, the importance of never giving up and the benefits of learning when getting un-stuck.

Resourcefulness

Being a Super Squirrel

The key elements of this disposition are **Questioning, Capitalising, Making Links, Reasoning** and **Imagining**.

The children will develop their ability to ask and answer questions, use resources around them to help them with their learning, make links between the different areas of their learning and of course, use their imaginations!

Reflectiveness

Being a Wise Owl

The key elements of this disposition are **Planning, Meta-learning, Distilling** and **Revising**.

The children will learn how and why they learn and will be encouraged to regularly look back on their learning to see whether they have met their targets and objectives. They will be asked to think about future targets and areas for improvement.

Reciprocity

Being an Action Ant

The key elements of this disposition are **Imitation, Interdependence, Listening** and **Collaboration**.

The children will learn how, why and when it is best to learn on their own, with a partner or within a group and develop the skills they need to be a valued member of a team and a learning community.

10. Safeguarding

Our safeguarding and welfare procedures are outlined in our safeguarding policy. Staff working within the early years, adhere to both the school's safeguarding and intimate care policies. The EYFS Safeguarding and Welfare checklist ensures all safeguarding and welfare requirements are being met. A member of the EYFS staff holds a current paediatric first aid certificate.

Other statutory safeguarding procedures and policies include:

- Procedure for responding to illness which are detailed in the Health and Safety Policy
- Administering medicines which are detailed in the Administration of Medicines Policy

Appendix 1

Playing and Exploring	
Children will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them. 	<p>Encourage babies' exploration of the world around them. Suggestions: investigating the feel of their key person's hair or reaching for a blanket in their cot.</p> <p>Play games like 'Peepo'. As they get more familiar, the baby or toddler will increasingly lead the play and want the adult to respond.</p>
<ul style="list-style-type: none"> Reach for and accept objects. Make choices and explore different resources and materials. 	<p>Show and give babies interesting things, such as a rattle or a soft toy. Arrange for babies to take part in Treasure Basket play. Offer open-ended resources for babies and toddlers to play freely with, outdoors and inside.</p>
<ul style="list-style-type: none"> Plan and think ahead about how they will explore or play with objects. 	<p>Provide different pebbles, shells and other natural materials for children to explore and arrange freely.</p>
<ul style="list-style-type: none"> Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." 	<p>Help children to develop more control over their actions by giving them many opportunities to play freely and find their own ways of solving problems.</p> <p>When appropriate, sensitively provide a helpful commentary. You might suggest: "Why don't you look for the biggest pieces first?"</p> <p>That will help a child who is trying to solve a jigsaw. Children may copy your commentary by talking out loud to themselves first. In time, this will develop into their 'inner voice'.</p>
<ul style="list-style-type: none"> Make independent choices. Do things independently that they have been previously taught. 	<p>Provide a well-organised environment so that children know where materials and tools are and can access them easily.</p> <p>Provide enough materials and arrange spaces so that children can collaborate and learn alongside peers.</p> <p>Once children know how to use scissors, they can use this skill to achieve what they want to do. For example, they may want to make a mask or cut out material for a collage.</p>
<ul style="list-style-type: none"> Bring their own interests and fascinations into early years settings. This helps them to develop their learning. 	<p>Extend children's interests by providing stimulating resources for them to play with, on their own and with peers, in response to their fascinations.</p> <p>Join in with children's play and investigations, without taking over. Talk with them about what they are doing and what they are noticing.</p> <p>Provide appropriate non-fiction books and links to information online to help them follow their interests.</p>
<ul style="list-style-type: none"> Respond to new experiences that you bring to their attention. 	<p>Regularly provide new materials and interesting things for children to explore and investigate.</p> <p>Introduce children to different styles of music and art. Give them the opportunity to observe changes in living things in the setting, and around the local environment. Take children to new places, like a local theatre or museum.</p>

Active Learning

Children will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. 	<p>Help babies, toddlers and young children feel safe, secure and treasured as individuals.</p> <p>The key person approach gives children a secure base of care and affection, together with supportive routines. That can help them to explore and play confidently.</p>
<ul style="list-style-type: none"> Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. 	<p>Provide furniture and boxes at the right height to encourage babies to pull themselves up and reach for objects.</p> <p>Opportunities to play and explore freely, indoors and outside, are fun. They also help babies, toddlers and young children to develop their self-regulation as they enjoy hands-on learning and sometimes talk about what they are doing.</p>
<ul style="list-style-type: none"> Use a range of strategies to reach a goal they have set themselves. 	<p>Provide plenty of high-quality, open-ended resources for children to play with freely, inside and outdoors. Suggestion: children can use wooden blocks to make lots of different structures.</p>
<ul style="list-style-type: none"> Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. 	<p>Help young children to develop by accepting the pace of their learning. Give them plenty of time to make connections and repeat activities.</p>
<ul style="list-style-type: none"> Keep on trying when things are difficult. 	<p>Help children to think about what will support them most, taking care not to offer help too soon. Some children learn by repeating something hard on their own. They learn through trial and error. Others learn by asking a friend or an adult for help. Others learn by modelling. They watch what you do or what other children do.</p>

Creating and Thinking Critically

Children will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. 	<p>Help babies, toddlers and young children to find their own ideas by providing open-ended resources that can be used in many different ways.</p> <p>Encourage and enjoy children's creative thinking as they find new ways to do things.</p> <p>Children need consistent routines and plenty of time so that play is not constantly interrupted. It is important to be reflective and flexible.</p>
<ul style="list-style-type: none"> • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. 	<p>Help children to reflect on and talk about their learning through using photographs and learning journeys. Share in children's pride about their achievements and their enjoyment of special memories.</p> <p>Suggestion: you could prompt a conversation with questions like: "Do you remember when...?", "How would you would do that now?" or "I wonder what you were thinking then?"</p>
<ul style="list-style-type: none"> • Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." 	<p>Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed. Consider 'how' and 'why' things happen.</p>
<ul style="list-style-type: none"> • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. 	<p>Help children to look come up with their own ideas and explanations.</p> <p>Suggestion: you could look together at woodlice outdoors with the magnifying app on a tablet. You could ask: "What's similar about woodlice and other insects?" You could use and explain terms like 'antennae' and 'thorax'.</p>
<ul style="list-style-type: none"> • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. 	<p>Offer children many different experiences and opportunities to play freely and to explore and investigate. Make time and space for children to become deeply involved in imaginative play, indoors and outside.</p>

Appendix 2

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	Well-being	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. The 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.