

Ormiston Cliff Park Primary

EYFS Policy

Intention

At Ormiston Cliff Park Primary School we want our children to be:

- **Ready to learn:** Children have a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
- **Resourceful:** Children show initiative, ask well thought out questions and are prepared to use a variety of strategies to learn.
- **Reflective:** Children are curious, able and willing to learn from their mistakes and can describe their progress
- **Resilient:** Children are prepared to persevere and stay involved in their learning, even when the process is challenging.
- **Reciprocal:** Children are prepared to help each other and work as a team.

This policy is based on the requirements set out in the 2022 Statutory framework for the Early Years Foundation Stage. This framework defines what we teach, and we use the Development Matters guidance to support our bespoke curriculum.

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

The prime areas are;

Communication and language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing Self Building Relationships
Physical Development	Fine Motor Gross Motor

The Prime areas are strengthened and applied through the further four areas which are referred to as the Specific areas.

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical patterns
Understanding the World	Past and present People, culture and communities
Expressive Arts and Design	Creating with materials Being imaginative and expressive

Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn.

Through the seven areas of learning we provide topics that excite and engage children, building on own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with needs, including SEND, are supported appropriately allowing them to be successful.

Implementation

At Ormiston Cliff Park Primary, we offer a curriculum which is broad and balanced, and which builds on the knowledge, understanding and skills of all children, whatever their starting points. We use topic themes and enrichment opportunities.

The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach to support children in developing their own speaking and listening skills.
- Carefully assessing, through observations, which are recorded on tapestry and shared with parents. These are used to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing activity starting points for child-initiated activities that enhance children's learning and impact on progress.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Offering home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

The English curriculum in EYFS is taught using high-quality texts as a starting point. These texts are chosen for their level of challenge and quality language. They have also been chosen with a view to promoting reading for pleasure. Literacy skills are developed through sharing the texts, talking about the vocabulary, developing the children's opinions and ideas, modelling writing and using drama. Children also can show independence in their writing through planned adult directed tasks. Literacy opportunities are promoted in many of the continuous provision activities available to children during the week.

Whole class reading and story time are important parts of the day. We want our children to develop of life- long love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision. Children are provided with a reading book matched to their phonic knowledge to share at home.

Phonics is taught daily through the Phonics Partnership programme. This is a systematic approach for teaching children to read and write using phonics. The phases of the programme help the children to develop their speaking and listening skills and the linking of sounds and letters. Children are encouraged to use their new knowledge to sound out and blend words. They learn consonant digraphs (sounds made up of two letters together such as 'ch' or 'll') and long vowel sounds (such as 'igh' or 'ai'). In the later phases children will consolidate their knowledge. They will learn to read and spell words which have adjacent consonants and learn alternative pronunciations and spellings for known phonemes. Phonics learning is embedded through the continuous provision activities.

'Maths Mastery' is the basis of our Maths curriculum. Children develop a strong conceptual understanding of number. Mathematical thinking is developed, and pupils are encouraged to pattern seek in every lesson. The use of concrete resources helps to embed the concepts, whilst helping to stimulate mathematical conversation, develop reasoning and reinforce the use of mathematical language. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

Impact

We recognise that every child is unique and that they develop and learn in different ways and at varying rates. We want all our children to develop a positive attitude to learning and therefore we strive for our children to become curious, resilient and self-assured in order to prepare them for the next stage of education, laying secure foundations for future learning and development.